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ABSTRACT

Intended for consumer and homemaking education program development in kindergarten through adult education, this curriculum design emphasizes human development and interpersonal relationships. Presented in two sections, the document covers both the curriculum development process and the resulting products. The curriculum addresses five instructional areas: child development and family relations; clothing and textiles; foods and nutrition; housing, equipment, and furnishings; and resources management. Preceding the first section is a sample module unit. In section 1, a process for competency-based curriculum development is described using six steps: assessing needs; designing objectives; selecting content; varying activities and organizational structure; and utilizing objective evaluations. Section 2 contains instructional materials organized under the following broad topics: self and others, tradition and change, independence and interdependence, and present and future. Each topic contains numerous instructional strategies which follow a similar format including objectives, generalizations, activities, evaluation, and resources. (CSS)

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Instructional Patterns for Maximizing Human Potential

A Curriculum Design for Human Development and Interpersonal Relationships Kindergarten Through Adult Education

A Curriculum Development Project
Sponsored by
The Bureau of Homemaking Education
CALIFORNIA STATE DEPARTMENT OF EDUCATION

Coordinated by
The Kern Union High School District

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Sacramento, CA 95802

A list of other publications that are available from the Department, Selected Publications of the California State Department of Education, may be obtained by writing to the same address.

Publications of special interest to the readers of Instructional Patterns for Maximizing Human Potential are the following:

Curriculum Design for Consumer Education, K--14 (1974) $1.00
Instructional Patterns for Consumer and Homemaking Education (1976) $6.00
Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships (1977) $2.50

(California residents should add 6 percent sales tax to all prices quoted.)

Foreword

Every time that I read the recommendations of the California Commission for Reform of Intermediate and Secondary Education (RISE), I am again impressed with the foresight and integrity of the 37 individuals who gave us such a fine blueprint for the future of education in California. And I am very pleased that the writers of this document have put together field-tested materials that can be used by teachers, as the RISE Commission recommended, to equip learners with the "knowledge, skills, attitudes, and values required for a responsible and rewarding life in modern society."

I am also pleased that the writers of this document are, for the most part, teachers who believe that "one of the most effective ways of teaching" is through the examples we set and that "If a teacher does not listen, he or she cannot convey the importance of listening to students. If a teacher is not genuine, empathic, and perceptive, he or she cannot help students develop empathy, genuineness, and perception in their interpersonal relationships."

The writers also tell us that when we are selecting or designing instructional activities, we should ask such questions as the following:

Will students be permitted to make informed choices in carrying out the activities, and will they be held accountable for the consequences of their choices?
Will students be assigned active roles, rather than passive roles, in the learning process?
Will the activities provide for the success of students with different levels of ability and different learning styles?
Will students be given a chance to help in the planning of the activities?
Will students be asked to accept responsibility for their own learning and for evaluating the results of the activities they participate in?

Again, the questions that are asked in this document and the materials presented are in concert with the philosophy and recommendations of the Report of the California Commission for Reform of Intermediate and Secondary Education, especially that each student must be the central figure in the school. As the commission said, "In theory, it may appear obvious that schools are essentially for students. However, evidence suggests that in actual practice this is often not the case."

It is our goal in consumer education to help each student improve his or her role as an allocator of resources and as a purchaser-consumer of the world's products--to help each student achieve a satisfactory life-style that is in harmony with the world in which he or she lives. And that education must begin as early as possible.

As a consumer in today's marketplace, each student must understand what alternatives are available, what the choices mean, what the consequences of his or her actions will be--not only in personal terms but also in terms of the effect on the larger world community. The choices are clear, and time must be taken to teach each student how to make choices that will help that student emerge from the crises of these times and reach a better tomorrow. This publication was designed to help teachers accomplish that important goal.

Wilson Riles

Superintendent of Public Instruction

Preface

The Maximizing Human Potential Project was designed to assist school district personnel in the initiation, expansion, and improvement of consumer and homemaking education programs in the California public schools. The first step involved the development of concepts and generalizations on human development and interpersonal relationships which identified the information that individuals need to be knowledgeable and competent in these critical areas. The materials that were developed are interdisciplinary in nature and can be utilized in kindergarten through adult education programs. The State Department of Education published that material in 1976 in Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships, Kindergarten Through Adult Education. The curriculum design may be purchased from the Publications Distribution Unit, State Department of Education.

The second step of the project involved the use of the curriculum design as the basis for program development. The concepts and generalizations were related to the five instructional areas of consumer and homemaking education: child development and family relations; clothing and textiles; foods and nutrition; housing, equipment, and furnishings; and management of resources. Instructional materials were developed for use at various educational levels. Materials include objectives with content/concepts, learning experiences or strategies, resources, and measurements of the effectiveness of the activity. All of the materials were field tested in selected schools and revised or modified as necessary. They are included in this publication, Instructional Patterns for Maximizing Human Potential.

The publication is arranged in two parts. The Process includes a description of competency-based curriculum development. The second part, The Products, includes a variety of instructional strategies. Many of the materials in the book may be duplicated by teachers for use in the classroom.

This project was developed by the Bureau of Homemaking Education with the idea that all teachers who could profit from the use of the materials would adapt them to their special needs and utilize them to improve the competencies of the students they serve.

Special appreciation is expressed to the administrators and home economics teachers at the project schools; the special consultants; the editorial consultants; the staff secretary; and, especially, to Lois Whisler, the project director.

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for Programs

SAM BARRETT
State Director of
Vocational Education

M. CATHERINE WELSH
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Homemaking Education

Curriculum Development Project

MAXIMIZING HUMAN POTENTIAL PROJECT SCHOOLS

Corcoran High School
Corcoran Unified School District
Corcoran, California

Etna High School
Etna Union High School District
Etna, California

John F. Kennedy High School
Los Angeles Unified School District
Granada Hills, California

Monte Vista High School
San Ramon Valley Unified
School District
Danville, California

John W. North High School
Riverside Unified School District
Riverside, California

Redwood High School
Tamalpais Union High School District
Larkspur, California

Rosemead High School
El Monte Union High School District
Rosemead, California

Westminster High School
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The Maximizing Human Potential Project

The Maximizing Human Potential Project was designed to assist school district personnel in the initiation, improvement, or expansion of human development and interpersonal relationships programs in the California public schools.

The first phase of this project resulted in the publication of Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships,[1] which was developed with the assistance of an interdisciplinary task force of experts from the many people-helping professions. For Instructional Patterns for Maximizing Human Potential to be of maximum help to the classroom teacher, the teacher's familiarity with the first project publication is essential, for it is in that foundation volume that the complete organization of content is found.

Instructional Patterns for Maximizing Human Potential contains two parts. Part one, The Process, includes a description of the process of competency-based curriculum development. Part two, The Products, includes a variety of instructional strategies.

During the second phase of the project, the departments of consumer and homemaking education in eight high schools were identified to represent California's diverse schools. The consumer and homemaking education teachers from the project schools were assisted in the development of competency-based education teaching strategies, instructional materials, and evaluation instruments. The results were curriculum modules developed for particular school populations and integrated into particular types of school structure. An example of such a curriculum module is included on pages 3-34. The modules or teaching units have been adapted to the more flexible instructional strategies included in this publication to assist teachers in the development of curriculum modules appropriate to their own school populations.

One of the program standards for the consumer and homemaking education program is:

> Provisions will be made for the Future Homemakers of America-Home Economics Related Occupations student activities whenever and wherever possible to extend and improve the consumer and homemaking education program. As an integral part of the instructional program, activities shall be supervised by teachers of consumer and homemaking education.[2]

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[1] Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships. Sacramento: California State Department of Education, 1977.

[2] The California Five-Year State Plan for Vocational Education. Sacramento: California State Department of Education, 1977, 3-63.

FHA-HERO activities provide students with the opportunity to practice those competencies learned in the classroom through class and extended class activities, thus strengthening the instructional program. The FHA-HERO chapter program is most effective when it is based upon the home economics curriculum and is used as an instructional strategy in which student-planned and student-directed activities can be extended beyond the classroom. A variety of activities and strategies based on Maximizing Human Potential content has been included in this publication to assist teachers in making FHA-HERO an integral part of the home economics instructional program. The activities and strategies encompass one or more of the following FHA-HERO areas of emphasis:

- Personal growth and leadership development
- Community outreach
- Recognition for individual and group achievements and competencies
- Exploration of careers in home economics and related occupations

Sample Module

Learning sequence: Support Systems Are Available When People Need Help

Instructor: Sue Chelini, Redwood High School, Larkspur, California
(Tamalpais Union High School District)

Time: 5-6 days, plus time required for special speakers scheduled throughout the semester

Description of student population: This module is planned for high school seniors who are attending a suburban school, who are from technical and professional families, and who are from average to above average in ability.

Objectives

By the end of this unit, students will show orally, in writing, or through demonstration that they are able to do the following:

A. Describe at least five situations in which stress or crisis might be present for individuals and/or families and identify sources of support.

B. Compare the feelings that people have about asking for help during periods of stress; then analyze how these feelings can hinder or assist a person who is asking for help.

C. Select from a list of local support agencies two appropriate resources for each of several case studies relating to stress or crisis situations.

D. Analyze a case study involving stress or crisis and suggest at least two possible alternatives for resolution of the problem.

E. During the semester volunteer at least five hours of service to a community agency.

Generalizations[1]

Because of the emphasis on independence as a value, people may not expect help nor seek help in handling stress or crisis situations.

Family and friends can provide support systems when stress or crisis situations occur.

Both private and public community agencies are available when individuals and families face stress.

Being of service to others can provide satisfactions and a feeling of self-worth.

---

[1] Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships. Sacramento: California State Department of Education, 1977, 23.

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
Objectives A and B			
Because of the emphasis on independence as a value, people may not expect nor seek help in handling potential crisis situations.	Administer pretest. Teacher collects and keeps until end of unit.	Pretest is included on page 11.	Results of pretest to determine individual participation in the module
	Small group discussion: In small groups brainstorm each of the following questions: 1. When are people likely to need help from persons outside their immediate families? 2. Where can people go to get help from persons outside their immediate families?	Brainstorming rules are included on page 12.	
	Compile all suggestions and discuss them.		
	Students complete brainstorming evaluation.	Brainstorming evaluation is included on page 12.	Student evaluation of brainstorming session, with teacher summary

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
	Large group discussion: Identify such barriers to seeking help as: Embarrassment Not knowing what help is available or where it is available Not recognizing that others might have the same problem Not agreeing on the need for help Not wanting to admit "failure" or "inadequacy" Cost of professional services Resistance to advice or fear of the lack of confidentiality Not admitting that a problem exists Discuss which of these barriers are related to an individual's feelings of self-worth. Discuss how the seeking of help can be made acceptable and how it can bolster feelings of self-worth.		Teacher evaluation of discussion, using the following criteria: Did the discussion move logically? Were conclusions reached? Were the results useful? Was the discussion dominated by a few students, or did most of the students contribute? Use of one of the evaluation forms found in Maximizing Human Potential: Curriculum Design

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
Family and friends can provide support systems when stress situations occur. The nuclear family can create a network which can serve significantly in times of crisis. For some families, extended kinship ties can be a resource to be appreciated and encouraged.	Large group discussion: Define the terms "extended" and "nuclear" family. Compare the advantages and disadvantages of each. Discuss the concept of American families as nuclear families. Conduct an informal class survey, asking such questions as: 1. Have you visited all of your grandparents within the last three months? 2. Have you eaten in the home of a relative in the past month? 3. Do you live within one mile of a grandparent, aunt, or uncle? Discuss the findings of the survey. Discuss ways in which families can provide support. Discuss substitutes for kinship ties when kinship ties are not available.	Teacher Resources: Blood, Robert. The Family. New York: The Free Press, 1972. Goodman, Elaine, and Walter Goodman. The Family. New York: Farrar, Strauss and Giroux, 1975. Life in Families. Edited by Helen Hughes. Boston: Allyn and Bacon, Inc., 1970. Mace, David, and Vera Mace. Marriage East and West. Garden City, N.Y.: Dolphin Books, 1959. Sommerville, Rose. Introduction to Family Life and Sex Education. Englewood Cliffs, N.J.: Prentice-Hall, 1972.	See previous discussion criteria.

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Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
	Small group discussion: Brainstorm potential crisis or stress situations. Compile all suggestions. (Use chalkboard or overhead projector.) Informally evaluate this brainstorming experience.	Examples of potential situations are included on page 13.	Teacher to compare the two brainstorming experiences to see whether class is progressing in meeting the criteria of a productive brainstorming session as suggested in brainstorming evaluation
	Large group discussion. Administer and discuss the "Life Crises Worksheet."	Worksheet is included on page 14.	Completion of "Life Crises Worksheet" and discussion evaluation
	Small group discussion: Have students explore what resources are available within families, school, and friends. How can people help each other? Summarize for class. Discuss findings.		

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
	Individual Activity: Have students write a brief story about an individual or family in a stress or crisis situation. Collect these. Select and/or modify to use as case studies.	Suggested topics are included on page 15.	Evaluate crisis stories for: 1. Realistic situations 2. Sufficient detail 3. Several possible alternative solutions
	Small group discussion: Form simulated support groups within the class. Each day for one week present a common young adult problem and ask each group to suggest what could be done to ease the situation. Compare solutions between the groups. Spend no more than 10-15 minutes each day. Use the case studies developed by the students.		Teacher checks for realistic solutions to problems and for group participation.

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
Objectives C, D, and E			
Both private and public community agencies are available when individuals and families face stress situations.	Individual or small group activity: Have students collect and display pamphlets and reading materials from local agencies. If these materials are obtainable in quantity, make them available to students.	Student material collection.	Tally the number of materials students actually pick up.
	Throughout the semester invite persons from local agencies to speak on specific topics and to outline the services provided by their agencies.	See available community resource directories.	Teacher invites student opinion regarding advisability of inviting speakers again.
	Independent study: Students desiring A or B grades should choose an independent study project or select another option related to support systems.	Possible independent study projects are included on page 16.	Examination of: 1. Depth of follow-through on topic 2. Quality of written, oral, or graphic presentation to teacher and/or class 3. Student expression of main ideas learned during this project

Objectives Content/Concepts	Learning experiences or strategies	Resources	Measurements of the effectiveness of the activity
Objective E Being of service to others can provide satisfaction and a feeling of self-worth.	Invite community resource persons to discuss opportunities for young adults to do volunteer work within the school and community.	Consult local volunteer bureau or community resource directories.	
	Large group discussion: Ask students about volunteer experiences they have had. What are the positive experiences they have had? How could any difficulties be overcome?		
	Post notices of volunteer opportunities, or call such opportunities to the attention of the class.		Teacher records of volunteer experiences
	Administer a post-test.	Post-test is included on page 11.	Teacher comparison of pre- and post-tests to determine whether the module requires changing and whether the objectives have been met

Stress and Crisis Situations

PRETEST AND POST-TEST

1. When is it appropriate for people to ask for help from others?

2. Briefly describe five situations in which stress or crisis might be present, and list two possible sources of help for each.

	Situation	Possible sources of help
a.	____________________	____________________
	____________________	____________________
b.	____________________	____________________
	____________________	____________________
c.	____________________	____________________
	____________________	____________________
d.	____________________	____________________
	____________________	____________________
e.	____________________	____________________
	____________________	____________________

3. What are some of the barriers that prevent people from asking for help when they need it?

4. How can someone find out where to get help when he or she is in a stress or crisis situation?

5. Write a case study concerning a stress or crisis situation. Analyze the case study by answering the following questions:

   a. What is the basic problem in this situation?

   b. Suggest at least two possible solutions to this situation.

Let's Brainstorm!

Basic Brainstorming Rules

1. Criticism is ruled out. (Do not criticize any ideas.)
2. Free-wheeling is welcomed. (Contribute any idea that comes to mind, regardless of how wild it is.)
3. Quantity is wanted. (The more ideas the better.)
4. Combinations and improvements are sought. (In addition to contributing new ideas, make suggestions for combinations and improvements of ideas already suggested.)
5. Each group that brainstorms needs a recorder.
6. Use immediately the information generated by brainstorming.

Evaluating Brainstorming

Directions: Place a check (✓) in the column which best describes this session. Add desired or necessary comments to clarify your responses. Comments may include citations or evidences that support your response.

	Yes	Maybe or partly	No	Comments
1. Did all members of the group participate?				
2. Were any of the members made to feel inferior during the discussion?				
3. Did the members who are usually quiet have a chance to talk?				
4. Were any ideas criticized?				
5. Did you produce many ideas?				
6. Did the relating of personal experiences hinder creativity?				
7. Was depth of thinking shown?				
8. Were participants enthusiastic?				
9. Was the discussion such that further thinking was stimulated?				

These rules were adapted from Evaluation in Home Economics, Indiana Home Economics Association, 1974.

Potential Human Relations Stress or Crisis Situations

Examples of potential human relations stress or crisis situations include the following:

- Alcoholism (self or family)
- Drug abuse
- Victim of crime
- Developing new relationships
- Breakdown of old relationships
- Death/birth
- New situations (job, school, and so forth)
- Major decisions to make
- Health problems (self or family
- Emotional problems (self or family)
- Problems specific to each age level
- Child abuse/neglect/incest
- Child beyond parental control
- Suicide prevention
- Coming to terms with sexuality
- Loneliness/shyness
- Juvenile hall/probation
- Divorce/remarriage
- Single-parent families
- Role-transition period
- Responsibility for aging family member and/or friend

Groups Needing Special Support

Certain groups may need special support. These groups include the following:

- Single parents
- Children from single-parent families
- Orphans or foster children
- Step-parents and step-children
- Pregnant women (teenagers and single women, especially)
- Very young parents
- New students in school
- Handicapped persons (emotionally/physically/mentally)
- Aging persons

Life Crises Worksheet

Some events require significant personal and social readjustment. The following activity requires the ranking of various life crises with regard to the amount of readjustment they require.

Rank each of the following crisis events according to your estimation of the intensity of the event. In the space to the left of each item, enter "1" if the crisis requires a great readjustment; enter "2" if a moderate readjustment is required; and enter "3" if the crisis will require only minor readjustment:

_____ 1. Fired from job

_____ 2. Divorce

_____ 3. Moved to another part of town

_____ 4. Pregnancy (unwanted)

_____ 5. Loss of home, due to foreclosure

_____ 6. Personal sex difficulties

_____ 7. Vacation

_____ 8. Son or daughter leaving home

_____ 9. Birth of a first child

_____ 10. Bankruptcy

_____ 11. Remarriage (children involved)

_____ 12. Death of a close friend or relative

_____ 13. Birth of a handicapped child

_____ 14. Death of husband or wife

_____ 15. Serious injury or illness

Discuss each of the crisis events. Invite students to discuss their reasons for ranking the items as they did.

Suggested Subjects for Case Studies Representing Long-Term Stress

Ask students to write a story about an individual or family in a long-term stress situation. Selected stories will be used (perhaps revised or modified) as case studies for the class and the fifth question on the post-test (page 11).

Stories written by students will be evaluated in accordance with the following:

1. Is the situation one that could really occur?
2. Does the story include enough detail to promote understanding of both the situation and the individuals in the story?
3. Does the situation leave room for more than one possible solution?

Examples of story topics might be:

1. Teenagers whose parents are constantly bickering
2. Parents who suspect a child of using drugs
3. Daughter who wants mother to help her get on the pill
4. Single parent with teenagers of the opposite sex
5. Family with a terminally ill grandparent living with them
6. High school senior preparing to take S.A.T. or other college entrance examination
7. High school senior applying for acceptance to a college or university
8. Teenager who wants to break off a relationship with a boyfriend or girlfriend without hurting that person
9. New student in school who is shy and who is finding it difficult to make friends
10. Very young mother who needs to reconcile the needs of her child with her own schooling and career desires
11. Family whose breadwinner is out of work

Independent Study Options

Students who wish to earn an A or B grade may choose one of the following independent study options or select another one in consultation with the teacher:

1. Do a photo-study of local services available for youth, and prepare a slide show for the class.
2. Visit at least two local agencies and investigate the process for getting help and/or the services available from those agencies, and share the results with the class.
3. Prepare for the classroom a bulletin board, mobile, or other graphic display concerning support systems available in the school or community.
4. Tape a simulated counseling session, role-playing a simulated family situation. A school counselor or other counselor could be the leader.
5. Invite a speaker from a local agency to speak to the class. (The student will need to contact the speaker, define the topic for the speaker, arrange the dates with the speaker and teacher, clear the speaker by following administrative procedures, introduce the speaker to the class, and lead the discussion following the speaker's presentation.)
6. Role play one or more case studies prepared by students. This could be filmed as a slide show or a Super 8 movie and then presented to the class.
7. Read a novel or biography which focuses on stress and/or crisis and report on this novel to the class.
8. Select two newspaper articles which deal with a crisis situation; write a fictionalized account of the circumstances which lead to the crisis; and hypothesize a decision-making point at which help should have been sought.

Student effort will be evaluated in accordance with the following:

The depth of follow-through and research into the topic

The quality of written, oral, or graphic presentation to the teacher and/or class

Student expression of the main ideas formulated during this project

The Process

Competency-based education involves the assessment of the needs of the student, the school, and the community and the design of an educational program that will meet those needs. In practice, competency-based education includes the following processes:

STEP ONE -- Assessing Student, School, and Community Needs

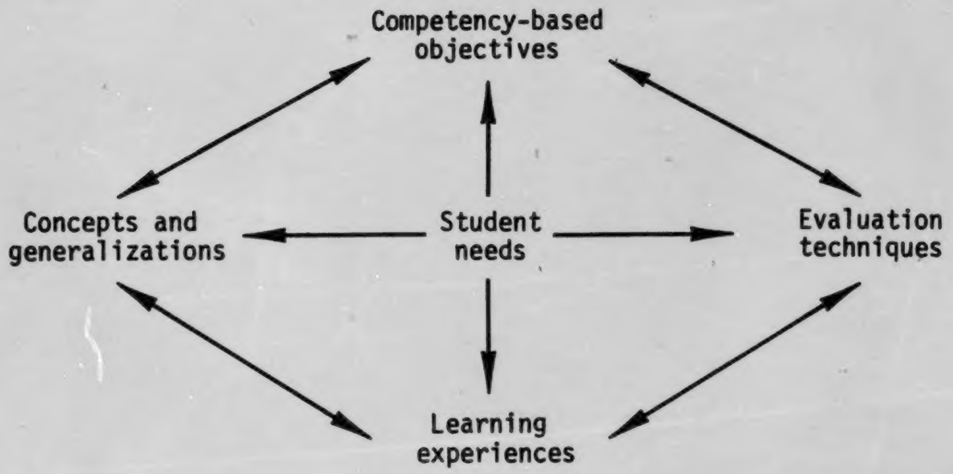
STEP TWO -- Designing Appropriate Objectives

STEP THREE -- Selecting the Content

STEP FOUR -- Varying the Activities

STEP FIVE -- Varying the Organizational Structure

STEP SIX -- Utilizing Objective-Referenced Evaluations


Competency-based objectives
Concepts and generalizations
Student needs
Evaluation techniques
Learning experiences

Step One: Assessing Student, School, and Community Needs

The first step in the development of competency-based curriculum is to assess student, school, and community needs. This is a familiar task to the teacher of consumer and homemaking education, for it parallels the first program standard for consumer and homemaking education as stated in the *California Five-Year State Plan for Vocational Education*. This standard is: "The program shall be based on the economic, social, and cultural conditions of the community and the needs of the individuals and families as identified and stated in the district plan for vocational education."[1]

A vehicle for such an assessment is identified in the second program standard: "The program shall be planned and evaluated by teachers with the assistance of an advisory committee composed of students, parents, administrators, and representatives of community groups and agencies that assist individuals and families." *Advisory Committees -- A Manual of Operation*,[2] prepared by the Bureau of Homemaking Education, includes guidelines for the development and utilization of advisory committees.

Teachers at local educational agencies have developed creative ways of meeting these two standards. Several printed instruments for use in identifying student needs are readily adaptable for use in the human development and interpersonal relationships area. These are included in *Consumer Education in an Age of Adaptation*,[3] published by the Consumer Information Services of Sears, Roebuck and Co.

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[1] *California Five-Year State Plan for Vocational Education*. Sacramento: California State Department of Education, 1977.

[2] *Advisory Committees -- A Manual of Operation*. Sacramento: California State Department of Education, 1977.

[3] *Consumer Education in an Age of Adaptation*. Prepared by Sally R. Campbell. Chicago, Ill.: Sears, Roebuck and Co., 1971.

Step Two: Designing Appropriate Objectives

Once student needs have been identified, the second step in the process of competency-based instruction is to specify competencies based on those needs and design objectives that will help students achieve those competencies. Maximizing Human Potential, A Curriculum Design contains suggested program objectives. For the instructional strategies included in this volume, the objectives have been written at the program level. They are not learner objectives. Learner objectives must be developed at the local level by teachers who know the characteristics of the student population and the criteria, structure, and procedures adopted by the school district. Therefore, teachers will need to adapt program objectives to student or learner objectives by doing the following:

- Specifying the content area appropriate for achieving the objectives
- Identifying specific observable student performances
- Describing the conditions of performance
- Citing criteria for acceptable performance

Examples of learner objectives are included in the sample curriculum module beginning on page 3.

Because much of the maximizing human potential content is in the affective domain, confluent objectives are particularly suitable. As "cognitive" refers to intellectual functioning and "affective" refers to the feeling, emotional, and attitudinal aspects of learning, confluent education results when the affective and cognitive domains are integrated successfully.

RESOURCES

Feeling, Valuing, and the Art of Growing: Insights into the Affective. Edited by Louise M. Berman and Jessie A. Roderick. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Gronlund, Norman. Stating Behavioral Objectives for Classroom Instruction. New York, N.Y.: The Macmillan Company, 1970.

Lyons, Hal. Learning to Feel--Feeling to Learn. Columbus, Ohio: Charles Merrill, 1971.

Taxonomy of Educational Objectives. Handbook 1 Cognitive Domain. Edited by Benjamin S. Bloom. New York, N.Y.: David McKay Co., Inc., 1956.

Taxonomy of Educational Objectives. Handbook 2 Affective Domain. Edited by David R. Krathwohl. New York, N.Y.: David McKay Co., Inc., 1964.

Step Three: Selecting the Content

Once student objectives have been developed, the teacher must decide what human development and interpersonal relationships content is appropriate for achieving those objectives. Maximizing Human Potential Curriculum Design[1] contains an organization of content.

Because human relationships are affected by daily challenges which force either conscious or unconscious decision making and because individuals must address these challenges, four questions form the basis of the curriculum design. They are:

Where do I stand on the continuum of concern for self and concern for others?

How can I learn to accept the challenge of change while I retain the best of tradition?

How much independence and how much interdependence will be a part of my life?

What will be my balance between present and future orientation?

Maximizing Human Potential Curriculum Design can be used as a resource while the third step of competency-based curriculum development, specifying the content area appropriate for achieving the objectives, is accomplished.

The following program objectives have been made more specific by the addition of a qualifying phrase which designates the content area:

Program objective: Instruction will help learners accept the values of a culture different from their own.

Examples of objectives for which the content area is specified follow:

Instruction will help learners to do the following:

Accept the clothing values of a culture different from their own.

Accept the ways in which nutritional requirements are met in a culture different from their own.

Accept the death and mourning rituals of a culture different from their own.

Accept the housing values of a culture different from their own.

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[1] Maximizing Human Potential: A Curriculum Design for Human Development and Interpersonal Relationships. Sacramento: California State Department of Education, 1977.

Program objective: Instruction will help learners recognize how social change affects human relationships.

Examples of objectives for which the content area is specified follow:

Instruction will help learners to do the following:

Recognize how changes in patterns of food consumption affect human relationships.

Recognize how changes in clothing and textiles affect human relationships.

Recognize how changes in housing patterns affect human relationships.

Recognize how changes in sex-role options affect human relationships.

Recognize how the childbirth education movement, which involves fathers in the birth process, affects human relationships.

Program objective: Instruction will help learners suggest ways in which age-related problems could be minimized.

Examples of objectives for which the content area is specified follow:

Instruction will help learners to do the following:

Suggest ways in which age-related clothing problems could be minimized.

Suggest ways in which age-related nutritional problems could be minimized.

Suggest ways in which age-related problems with housing could be minimized.

Suggest ways in which age-related problems of isolation from human relationships can be minimized.

This volume includes teaching strategies which illustrate the process of total curriculum development. It is not comprehensive. Teachers of consumer and homemaking education may wish to develop additional competency-based education strategies. These could include such titles as:

America's Unhealthy Children

Changing Adoption Laws

The Childbirth Education Movement

Child Care Alternatives for the Working Parent

Child Care Services as Family Support Systems

Consequences of Current Nutritional Patterns

Death of the Single Family Dwelling--Effect on Children

Effect of Changing Roles on Job Opportunities
The Effect of Mainstreaming on Child Care Services
Effects of Moving
Enjoying Cultural Differences Between Family Networks
Family Planning As an Environmental Issue
Food as Family Ritual--Including Cross-cultural Comparisons
Food Preparation Techniques for the Working Person
Housing and Health
Housing for the Handicapped
How Changing Roles Have Created a Demand for Child Care Services
Learning to Live in Multigenerational Families
Let's Look at In-laws
The Life Cycle and Housing Decisions
Making Housing Decisions: Single and Joint
Minority Aging
Moving As a Stress
Preparation for Retirement
Relating to Others: Empathy and Perception
Self-help Clothing for Children
Teaching Decision-Making to Children Through Clothing Choices
Transition Periods As Stress

Step Four: Varying the Activities

The instructional strategies included in this volume suggest many types of activities. When selecting or designing an instructional activity for a curriculum module, many factors should be considered.

Does the activity do the following:

Permit students to make informed choices in carrying out the activities and to reflect on the consequences of their choices.

Assign to students active roles rather than passive roles in the learning process.

Allow for successful completion of the activity by students with different levels of ability or by students with different learning styles.

Allow students to polish their initial efforts.

Give students a chance to share the planning, the carrying out of a plan, or the results of an activity with others.

Involve students with the responsibility for their own learning, including the evaluation process.

Ask students to inquire into ideas or current personal or social problems or to examine such ideas or current problems in a new setting.

Involve students with reality.

Promote the development of both cognitive and affective processes.

One of the most effective ways of teaching in the affective domain is through modeling or personal example. If a teacher does not listen, he or she cannot convey the importance of listening to students. If a teacher is not genuine, empathic, and perceptive, he or she cannot help students develop empathy, genuineness, and perception in their interpersonal relationships. The cliche "Do as I say, not as I do" is a deterrent in the task of developing human potential.

These strategies make the assumption that the teacher has the characteristics of a facilitative leader.

Brief explanations of a variety of activities are included on pages 24-35.

Use of Media

Today's media-conscious teacher will find that materials relating to human development and interpersonal relationships have proliferated until the problem is not one of finding them but rather, one of selection. Several publications can assist in the selection process. Reviews are included in such monthly publications as *Media and Methods* and *Audiovisual Instruction*. *Landers Film Reviews* is a comprehensive publication in which is reviewed a variety of media types. The results of the annual Film and Filmstrip Awards Competition sponsored by the National Council on Family Relations is published annually in *The Family Coordinator* and is a valuable resource for this specific content area.

Many producers and reviewers include only media concerned with traditional skill subjects under the category of home economics. Because of that practice, it may be necessary for the teacher of consumer and homemaking education to review entire issues of periodicals or entire catalogs.

Annotated film bibliographies have been developed around topics of special concern. *About Aging: A Catalog of Films* and *Women's Films: A Critical Guide* are examples of such bibliographies.

The pamphlet "A Guide for Evaluating Consumer Education Programs and Materials" contains a suggested media evaluative device which is easily adaptable to Maximizing Human Potential content.

Although it is written specifically for California public elementary schools, the *Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code* will also be useful to the secondary school teacher. The philosophy of the publication is exemplified by the following:

> In order to portray accurately the cultural and racial diversity and the male and female roles in our society, instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities but also the forces which shaped those roles and contributions and how and why the contemporary roles and contributions of women and minorities are different.[1]

Selection of media depends not only on those variables traditionally used by teachers, i.e., correlation with objectives, authenticity and accuracy, technical quality, and appropriateness for the audience, but also on media recognition of diversity and sensitivity toward diversity.

A variety of techniques for using media is found in the strategies contained in this volume. Two specific uses should be noted.

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[1] *Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code*. Sacramento: California State Department of Education, 1974, 1.

In an era of rapid social change, 16 mm films may be outdated quickly. Activities which use dated films advantageously are described on pages 172 and 182. Some audiovisual centers store old films that are no longer circulated. A contact with an audiovisual coordinator or librarian may reveal a rich source of dated media for helping students to understand the concept of change.

The structured questioning activity to which many strategies in this volume refer requires that students be presented with a common experience. These strategies include the use of short, open-ended films which are often social commentaries. This changes the purpose of using media from a method of introducing content to being a motivational "affective opener" and a tool for the development of cognitive and affective processes.

RESOURCES

About Aging: A Catalog of Films. Los Angeles, Calif.: Ethel Percy Andrus Gerontology Center, University of Southern California, 1977.

Audiovisual Instruction. Association for Educational Communications and Technology, 1201 - 16th Street N.W., Washington, DC 20036.

A Guide for Evaluating Consumer Education Programs and Materials. Washington, D.C.: American Home Economics Association, 1972.

Guidelines for Evaluation of Instructional Materials for Compliance with Content Requirements of the Education Code. Prepared by the Curriculum Frameworks and Instructional Materials Selection Unit. Sacramento: California State Department of Education, 1974.

The Family Coordinator. The National Council on Family Relations, 1219 University Avenue S.E., Minneapolis, MN 55414.

Landers Film Review. Landers Associates, P. O. Box 69760, Los Angeles, CA 90069.

Media and Methods. North American Publishing Company, North American Building, 401 N. Broad Street, Philadelphia, PA 19108.

Women's Films--A Critical Guide. Bloomington, Ind.: Indiana University Audiovisual Center, 1975.

Use of Literature

Literature is an important tool in the human development and interpersonal relationships teaching/learning process. The advantages of short stories, novels, drama, and poetry which focus on relevant issues are numerous.

The use of literature provides for vicarious experience that should help in developing empathy toward people from backgrounds different from those of the local school community. For students who have recently faced a family crisis situation, such as death or divorce, the study of crisis situations through literature offers a measure of objectivity. Literature helps to move abstract concepts into the realm of reality. Using literature provides an opportunity for the consumer and homemaking education teacher to help students develop an interest in an important lifelong, leisure-time activity: reading.

Literature is available at all levels of reading difficulty, and student reading needs can be considered. Under the guise of studying such children's books as Lisa and Her Soundless World (a study of deafness), The Terrible Thing That Happened at Our House (problems of the working mother), and The Shrinking of Treehorn (on the importance of listening to children), relevant social issues can be examined by even the poorer readers.

Much of the current literature realistically addresses the problems faced by youth. Because communities differ in what is acceptable literature for students, teachers must be extremely sensitive to community feelings as they develop reading lists. The language of youth, often faithfully reproduced in adolescent literature, may make some materials unacceptable in a particular community. A teacher's familiarity with a piece of literature is prerequisite to placing it on a reading list.

Because some students may be unfamiliar with the technique of analyzing literature in terms of human development and interpersonal relationships concepts, the teacher might want to begin with a class assignment of a short story, rather than moving immediately into individualized assignments. The short story "The Heritage," included on pages 339-342, and methods of using that short story illustrate this process.

RESOURCES

Blaine, Marge. The Terrible Thing That Happened at Our House. New York, N.Y.: Parents' Magazine Press, 1975.

Heide, Florence Parry. The Shrinking of Treehorn. New York, N.Y.: Holiday House, 1971.

Intimate Relationships: Marriage, Family, and Life-Styles Through Literature. Edited by Rose M. Somerville. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Klemer, Richard H., and Rebecca M. Smith. Teaching About Family Relationships. Minneapolis, Minn.: Burgess Publishing Co., 1975.

Levine, Edna S. Lisa and Her Soundless World. New York, N.Y.: Human Sciences Press, 1974.

Mills, Gretchen, and others. *Discussing Death*. Palm Springs, Calif.: ETC Publications, 1976.

Reading Ladders for Human Relations (Fifth edition). Edited by Virginia M. Reid. Washington, D.C.: American Council on Education, 1972.

Resources for Teaching About Family Life Education. Minneapolis, Minn.: National Council on Family Relations, 1976.

Somerville, Rose M. *Introduction to Family Life and Sex Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Stanford, Barbara, and Gene Stanford. *Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity*. New York, N.Y.: Bantam Books, 1976.

We Are But a Moment's Sunlight: Understanding Death. Edited by Charles S. Alder, Gene Stanford, and Sheila Morrissey Adler. New York, N.Y.: Pocket Books, 1976.

Discussions

The reason for having a discussion will determine the structure and method of evaluating a discussion. Class discussions may be used for the following reasons:

- To help students attain higher cognitive levels
- To generate ideas
- To evaluate students
- To help students develop expertise with the group process

If the teacher is using a discussion to help students through the cognitive processes of generalizing, applying, and evaluating, then questions must be very carefully sequenced. An adaptation of the Taba questioning strategy illustrates such sequencing. This strategy begins by presenting to students a common experience such as an audiovisual aid. If carefully chosen, this common experience additionally acts as an affective opener or motivator.

This common experience is then followed by a series of carefully sequenced questions as follows:

At the perception level	What happened? What did you see?
At the affective identification level	What was your reaction to . . .? How did it make you feel?
In drawing inferences about relationships	Why do you think . . .?
In making generalizations	What conclusions can you draw? What does it mean?
Application	If . . . then . . . Suppose that . . .
(The student tries out or practices.)	
Evaluation	Did it work? How successful was it? Were the results as predicted?

These carefully sequenced questions not only assist students with the process of cognition, but they are also designed to encourage participation by the entire group. The questions, "What did you see?" and "How did it make you feel?" can both be answered by all students without fear of responding with an incorrect answer. It is important that the teacher record all responses on the board during the "perception" and "affective identification" questions. With the feeling of success generated by these carefully phrased questioning. students often find it easier to answer questions at the higher cognitive levels of drawing inferences and making generalizations. The stage has then been set for the sophisticated processes of application and evaluation.

If the purpose of a discussion is to generate ideas, brainstorming is an excellent vehicle. Brainstorming rules include the following:

1. Criticism is ruled out. (Do not criticize any ideas.)
2. Free-wheeling is welcomed. (Contribute any idea that comes to your mind, regardless of how wild it is.)
3. Quantity is wanted. (Many ideas are better than a few.)
4. Combinations and improvements are sought. (As well as contributing new ideas, make suggestions for combinations and improvements of ideas already suggested.)
5. Each group that brainstorms needs a recorder.
6. Use the information generated by brainstorming immediately.

If the purpose of a discussion is to evaluate student progress, then questions which elicit correct answers by students are the correct form.

Another purpose for discussion is the development of expertise in the group process. This expertise in the group process can be developed in both small-group and large-group structure, but placing the student in an active learning role is facilitated by small-group involvement.

Because the structure of a discussion depends upon the purpose for a discussion, discussion-evaluation techniques must be developed for particular types of discussions. A group process evaluation is included on page 103. A brainstorming evaluation is included on page 12.

RESOURCES

"How to Use Group Discussions," National Council for the Social Studies. Washington, D.C.: National Education Association, 1965.

Sanders, Norris. Classroom Questions, What Kinds? New York, N.Y.: Harper & Row, 1966.

Sasse, Connie. "Discussion: An Oft-Abused Potential for Learning," Illinois Teacher of Home Economics, Vol. 26 (March/April, 1973), 301-309.

Stanford, Gene, and Barbara Stanford. Learning Discussion Skills Through Games. New York, N.Y.: Citation Press, 1970.

Gaming

Children learn effectively from sources other than textbooks, encyclopedias, dictionaries, and the like. Other media have proved most beneficial as teaching and learning aids. Included among such materials are the many instructional games that are available from commercial manufacturers.

Because much of the content area of maximizing human potential is in the affective domain, teachers who have not already done so may want to try using instructional games in their classrooms.

Some games may be designed to increase the students' ability to use a skill or skills, determine the degree to which students understand a previously covered concept, or measure students' ability to recall data (the lowest levels of cognitive skills).

Other types of games may be used to provide instruction in specific concepts. In playing such games, students may have to demonstrate their capacity to analyze, apply, synthesize, or evaluate (higher level cognitive skills).

Games that require students to participate in role playing situations have also proved to be very beneficial in the instructional process. Participants may have to utilize skills in both the affective and cognitive domains in playing out their parts. These role playing experiences can be especially advantageous in helping students understand abstractions, various adult roles, society in general, and even various microsocieties.

Because students generally find games to be fun, teachers are not burdened with having to motivate them to participate. Students also enjoy the opportunities provided for making decisions and the changes that games provide for in learning environment and teaching methods. For students of all ages and ability levels, games facilitate the learning of complex ideas and the concepts of competition and cooperation.

Teachers should be aware that not all games will have value in the classroom. Any game that is considered for use should be readily identifiable as an instructional game. In selecting games, teachers should consider their cost effectiveness and whether or not each can be played to completion within a reasonable period of time. Other considerations should include the degree to which a game focuses on concepts or skills and the methods and procedures by which the teacher can determine the efficacy of the game in helping students meet established learning objectives.

Before attempting to utilize instructional games as part of their teaching strategies, all teachers are cautioned to consider whether they will be comfortable in such situations. Individuals who are tradition-oriented in their approach to teaching may have difficulty accepting the passive role that the use of most games will require of them. In addition, teachers should be sure to allow adequate time to become familiar with all aspects of any game they might plan to use. Such preparation can help teachers to determine the relevancy of the item for particular students or groups of students and can help prevent the wasting of valuable class time and the loss of control that may accompany such time loss.

A list of commercial games is included in Maximizing Human Potential Curriculum Design. Two noncommercial games are described on pages 176 and 220.

RESOURCES

Gillispie, Phillip. *Learning Through Simulation Games*. New York: Paulist Press, 1973.

"How to Use Simulations," *National Council for the Social Studies*. Washington, D.C.: National Education Association, 1973.

Kysilka, Marcella. "Simulation and Learning Games for Classroom Use," Part 1, *Staff Development Newsletter*. (October, 1975).

Kysilka, Marcella. "Simulation and Learning Games for Classroom Use," Part II, *Staff Development Newsletter*. (November, 1975).

Saga Journal. Lebanon, Ohio: Simulation and Gaming Association.

Simulation/Gaming News. Moscow, Idaho.

Zuckerman, David, and Robert E. Horn. *The Guide to Simulations/Games for Education and Training*. Hicksville, N.Y.: Research Media, Inc., 1973.

Card Sort

The "card sort" can be used in any content area as a method of evaluation, a values-clarification exercise, an activity for the nonreader, a way of revealing within-group differences, in teacher/student planning, or as an out-of-class interview strategy. The concepts, values, or examples to be placed on the cards can be either teacher-originated or teacher/student developed. Like any teaching technique, the card sort should be used as a means to help students reach an objective. Activities involving the use of card sorts are included on pages 191, 249, and 437.

Written directions for students are optional. They could read as follows:

Directions to Sorter

1. Make sure you have a set of cards and a tally sheet.
2. Place the group-name cards (category heading) before you.
3. Look at the illustration or read what is on each card.
4. Decide under which heading or group you think each card should be placed.
5. Place the card under the appropriate heading.
6. Glance through the cards you have placed under each heading to make sure you have not changed your mind about card placement.
7. Record on the tally sheet the cards you placed under each heading.

Step Five: Varying the Organizational Structure

Class organization must be considered in any classroom activity dealing with the maximization of human potential through understanding the principles of human development and interpersonal relationships.

Both large-group and small-group activities are included in the strategies. When teachers feel that interpersonal relationships are important, they provide an opportunity for students to learn to relate through the group process.

One way to accommodate the variety of learning styles inherent in a typical classroom is to provide independent assignments. Not only do independent study projects allow for differences in methods of learning and rates of learning, but they also provide those moments of quiet contemplation that are necessary for the development of human potential. Independent study projects are suggested on pages 16 and 311.

Step Six: Utilizing Objective-Referenced Evaluations

The last step in developing competency-based curriculum is to design evaluations which reveal whether or not the objectives have been reached. Evaluations are decision-making tools to be used to determine the effectiveness of a strategy.

The evaluation techniques suggested in this publication are not designed to provide a basis for grading. Grading philosophies and policies are prerogatives of school districts. In addition, much of the Maximizing Human Potential content deals with the affective domain. An examination of the chart on page 34 reveals that most affective evaluation techniques are not suitable for use in the assigning of grades.

The methods used to evaluate may vary with the purpose of the evaluation and with the nature of the objective--whether it is cognitive, affective, or psychomotor.

In the chart on page 34, three of the four stated purposes of evaluation are concerned with the process of education. The many process-checks that are included in the complete module on pages 3-16 show the emphasis on evaluation as an ongoing process.

Evaluation Techniques Related to Types of Objectives and Purposes[1]

	Purposes of evaluation			
Type of objective	Discover individual differences, and diagnose learning difficulties.	Determine effectiveness of learning experiences.	Motivate learning, and provide learning experiences in self-evaluation.	Provide a basis for grades.
Cognitive	Observation	→	→	→
	Assignments	→	→	→
	Games	→	→	→
	Essay tests	→	→	→
	Guided response tests	→	→	→
	Role playing	→	→	→
	Incomplete stories	→	→	→
Affective	Observation	→	→	→
	Incomplete sentences	→	→	→
	Incomplete stories, pictures	→	→	→
	Attitude and value inventories	→	→	→
	Games	→	→	→
	Essay test items	→	→	→
	Anecdotal records	→	→	→
	Role playing	→	→	→
	Logs	→	→	→
	Lickert scales	→	→	→
	Semantic differentials	→	→	→
Psychomotor	Performance tests	→	→	→
	Observation	→	→	→
	Score cards and rating scales	→	→	→
	Checksheets	→	→	→

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[1] From Hester Chadderton, Determining the Effectiveness of Teaching Home Economics. Home Economics Education Association, 6.

The Products

The instructional materials that were developed for the Maximizing Human Potential Project are presented here under the general topics of Self and Others, Tradition and Change, Independence and Interdependence, and Present and Future.

Self and Others

In the crowded, urbanized, sometimes impersonal society in which we live, each human being must make decisions regarding the individual's dual responsibility to self and to the feelings, needs, and values of others. These decisions can best be made by focusing on the results of interaction between people as the foundation of human behavior. One does not learn to be human in isolation. This section includes the following instructional strategies:

Changing Land Use

Communications in the Foods Class

Dining Out

Family Trademarks

Getting to Know Us

Getting to Know Yourself Better

A House Is Not a Home

I Vant to Be Alone

Mass-Media Messages

Neighbors and Neighborhoods

Threads

Without Words

Why Do You Like to Eat?

"Ya Gotta Copy"

Changing Land Use[1]

An instructional strategy designed to assist students at the advanced level to examine the effects of land use on interpersonal relationships

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Identify the human needs that are met through housing.

Recognize a variety of types of land use.

Analyze how housing needs change throughout the life cycle.

Predict how land use will change.

Generalizations

The life-styles of individuals and families may be affected by national and global concerns.

Activities

The teacher may use the following activities to help students to achieve the stated objectives:

- Administer the pretest included on page 38.
- Ask the students to observe how single-family houses and multiple-family dwellings are arranged on the land and how the land is used in the residential areas of their community. Ask them to look for such variations as the following:

  Straight streets
  Alleys
  Lot size
  Curving streets
  Garage placement
  Parks

- Discuss how land use contributes to meeting the human needs that are met by housing. Such needs include:

  Safety and security

  Interaction and social contact

  Privacy and freedom of action

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[1] This instructional strategy was adapted from a curriculum module developed by Jane Ewing, Westminster High School, Huntington Beach Union High School District.

- Ask small groups of students to make posters that illustrate variations in land use. Posters could illustrate such land use arrangements as:

  Single-family dwellings on straight streets with alleys and detached garages

  Single-family dwellings on curved streets with attached garages and no alleys

  Town houses or condominiums with centralized recreational facilities

  High-rise apartment houses

  Multiple-family dwellings with a central courtyard

  The groups should explain to the class how their particular arrangement of dwellings would affect daily living patterns and interpersonal relationships.

- The class can decide which arrangement does the following:

  Provides the most safety for children

  Uses the most space for cars and pavement

  Allows the most space for gardens and yards

  Considers energy and environmental concerns

  Promotes interaction among people

  Promotes interaction among age groups

  Provides the most security for individuals

  Provides the most privacy

- Use the following chart as a basis for discussing how housing needs vary at different stages of the life cycle and how land use affects these needs.

	Single individual	Young marrieds	Families with young children	Families with teenagers	Couple alone
Safety and security					
Interaction and social contact					
Privacy and freedom of action					

- Make a collage of the advertisements in the real estate section of a major metropolitan newspaper. As a class, answer the following questions:

  How might this have been different 20 years ago?

  What land use trends appear to be represented?

- Invite to class a realtor, a representative of the nearest city planning commission, and a representative of the county planning department to discuss the change in land use in the school community area.

Evaluation

Teachers may use the following activities as pre- and post-strategy evaluations.

Describe three ways in which dwellings in residential areas can be arranged on the land.

Describe how housing needs differ for the following:

Single individuals
Young married couples
Families with small children
Families with teen-age children
Couples whose children have left home

Describe how your community will use land differently in the future.

Communication in the Foods Class[1]

Instructional activities designed to help students at the intermediate level with the group process

Objectives

These instructional activities are designed to help students develop the ability to do the following:

Express caring behavior toward others.

List ways in which people communicate.

Practice effective communication when interacting with others.

Recognize causes of interpersonal conflicts.

Generalizations

When more than one person participates in decision making, negotiation and conflict management are a part of the process.

> The effectiveness of the group decision-making process is related to the openness of the communication among the persons involved.

Conflict management is partially based upon understanding the differences between supportive and destructive communication.

> Verbal exchanges which damage the concept of either self or others disrupt both the communication process and interpersonal relationships.
>
> Becoming sensitive to the needs and values of another includes observing verbal and nonverbal behaviors.
>
> Verbalizing unwritten rules could decrease interpersonal conflict.

Activities

The activities which follow can be used throughout the course to reduce problems caused by poor communication or lack of sensitivity to others.

- Have the students prepare a list of "What I Want Out of This Class." Then have them prepare a second list of "How I Can Sabotage These Goals."

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[1] These instructional activities were adapted from curriculum modules developed by Karen Bego and Jean Boroff, Westminster High School, Huntington Beach Union High School District, and Hope Rechif, Rosemead High School, El Monte Union High School District.

- Use the "How I Feel Inventory" on page 44 to evaluate a laboratory experience. Compare the results from one laboratory experience to another and from the beginning to the end of the semester. The inventory could be used to identify problems developing within the class.

- Ask a student to act as an observer in his or her unit to note the following:

  Verbal and nonverbal interaction

  The group decision-making process

  How tasks are shared

- Divide the class into pairs, and have them complete the "Crazy T Exercise." The pattern for the "Crazy T Exercise" is included on page 45.

  Instructor's directions to first student: Your partner has pieces the same size, shape, and color as those on your diagram. Your task is to tell your partner how to put the pieces together to form the same shape as in your diagram. Your partner cannot ask questions or in any way comment on the way in which you are giving instructions. Be sure your partner does not see your diagram.

  Instructor's directions to second student: Empty the envelope of pieces in front of you. Your partner will tell you how to assemble these pieces. Do not try to solve this as an ordinary puzzle but follow your partner's instructions. Do not look around you for clues. You are not to comment or ask questions during the exercise or in any way let your partner know how you are progressing.

Discussion

1. What specific problems did you encounter in giving or receiving instructions?
2. List some of the barriers to effective communication that were demonstrated by this game.
3. In what ways did the lack of feedback inhibit the exercise? Why?
4. What implications does this exercise have for interpersonal relationships?

- Use a laboratory experience to demonstrate nonverbal behavior. Tell students that each person in a kitchen will be given individual steps of a recipe that must be communicated to group members, using nonverbal behavior. The rest of the group will do the task as described by the sender. Each person in the group will have the chance to be both the sender and a receiver. No one will talk during the exercise.

Peanut Butter Cookies

Step One	Preheat oven to 350° (175°C)
Step Two	Beat together 1/2 C. (125 ml) brown sugar, 1/2 C. (125 ml) granulated sugar, and 1/2 C. (125 ml) soft margarine.
Step Three	Beat in 1 egg, 1 C. (500 ml) peanut butter, 1/2 tsp. (2.5 ml) salt, and 1/2 tsp. (2.5 ml) baking soda.
Step Four	Sift 1-1/2 C. (375 ml) flour.
Step Five	Add flour to the batter.
Step Six	Add 1/2 tsp. (2.5 ml) vanilla. Stir until well mixed.
Step Seven	Roll dough into small balls.
Step Eight	Place on a greased cookie sheet.
Step Nine	Press down with a floured fork to make a criss-cross design.
Step Ten	Bake 15 min. or until golden brown.

Discussion

How did you feel when you tried to communicate your idea?

How did you feel when the others didn't understand what you meant?

What messages were the hardest to convey?

Were there any inaccurate perceptions?

How did you feel when you were acting out your step of the recipe?

What parts of the body helped to express nonverbal ideas?

What did you learn?

What kinds of communication were used?

- Arrange an experiment in which students use only nonverbal communication. The students should be given a problem to solve. Chalk, alphabet letters, paper, and pencils should be provided. The problem could be addressed by the entire class or by several large groups. Having a pinata available and asking the class to develop a method of breaking it is an example of a problem-solving situation.
- Role-play the "Foods Laboratory Simulations" described on page 46, or have students develop case studies concerning the following situations:

  A student who often criticizes the behavior of other members of the class

  A bossy student

  A student who does not do his or her part in cleaning up

  A student who is "too good" to be real

  A student with unacceptable table manners

A student who always complains about the food prepared in class

Use the "Group Observation Form" included on page 103.

- To demonstrate the difficulty of interpreting "unwritten" rules, give a group of four to six students five dice. Give one student in each group a card on which a "rule" is written. After a throw of the dice, this student (keeping the "rule" a secret) is to respond to the throw in accordance with the "rule." The group's task is to figure out the "rule." Continue to throw the dice until the "rule" is discovered. Rules may be:

  Add together the center dots.

  Sum the two highest dice and subtract the lowest dice.

  Add together the even numbers.

  Add the highest and the lowest dice.

  Add together only the corner dots.

  Discuss such questions as:

  How did you feel during the activity?

  When have you been in situations in which it was hard to figure out the unwritten rules?

  Follow this activity by having the students develop a "Bill of Rights" and a "Bill of Responsibilities" for the foods class.

- As the teacher observes the group process during laboratory experiences, he or she can demonstrate what he or she saw to the class:

  Organizing

  Communicating

  Sharing responsibilities

  Following directions

  Respecting others

  Following sanitation practices

  Using food preparation techniques

- Videotape a foods laboratory; include the students eating. Play the tape back to the class so the students can list the verbal and nonverbal communication revealed on the videotape.

- Discuss the value conflicts which may be represented in the following situations:

  Jewelry is found in the unit.

  Rolls burn in the oven.

  No chocolate chips are left for the last class because members of other classes had eaten them.

  One person always cooks and lets other clean up.

You were asked to be at work early today, which means you will have to miss class.

Someone needs to come in after school to finish the lab work.

- Have the students evaluate the communication processes within their units and suggest methods of improving use of time, job performance, and methods of joint decision making. Evaluate students in these skills.

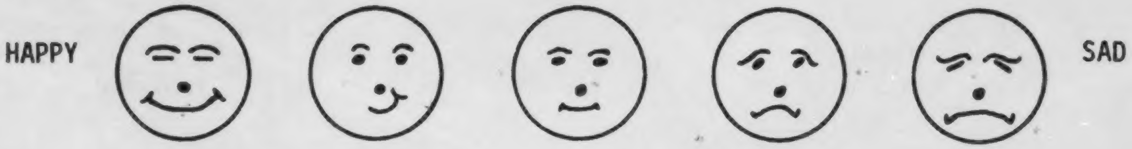
Evaluation

Teachers may use the "How I Feel Inventory" to evaluate changes in attitudes within the class.

At the end of the course, return the student lists, "What I Want Out of This Class," and ask the students to write a paragraph about whether or not their expectations were fulfilled and why.

How I Feel Inventory

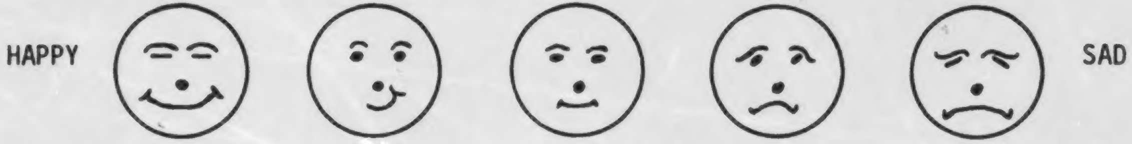
This foods lab made me feel:



because:

____

____



because:

____

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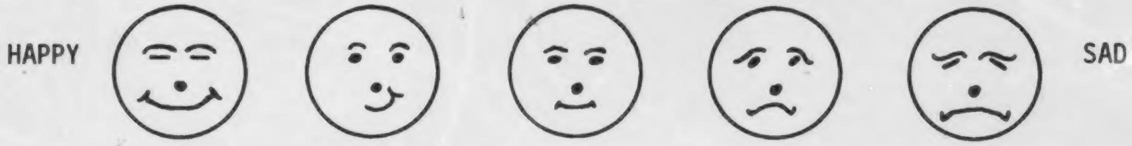

because:

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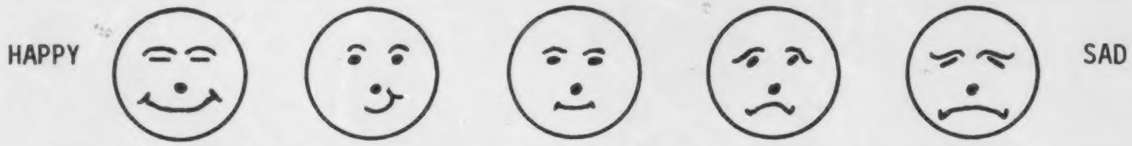
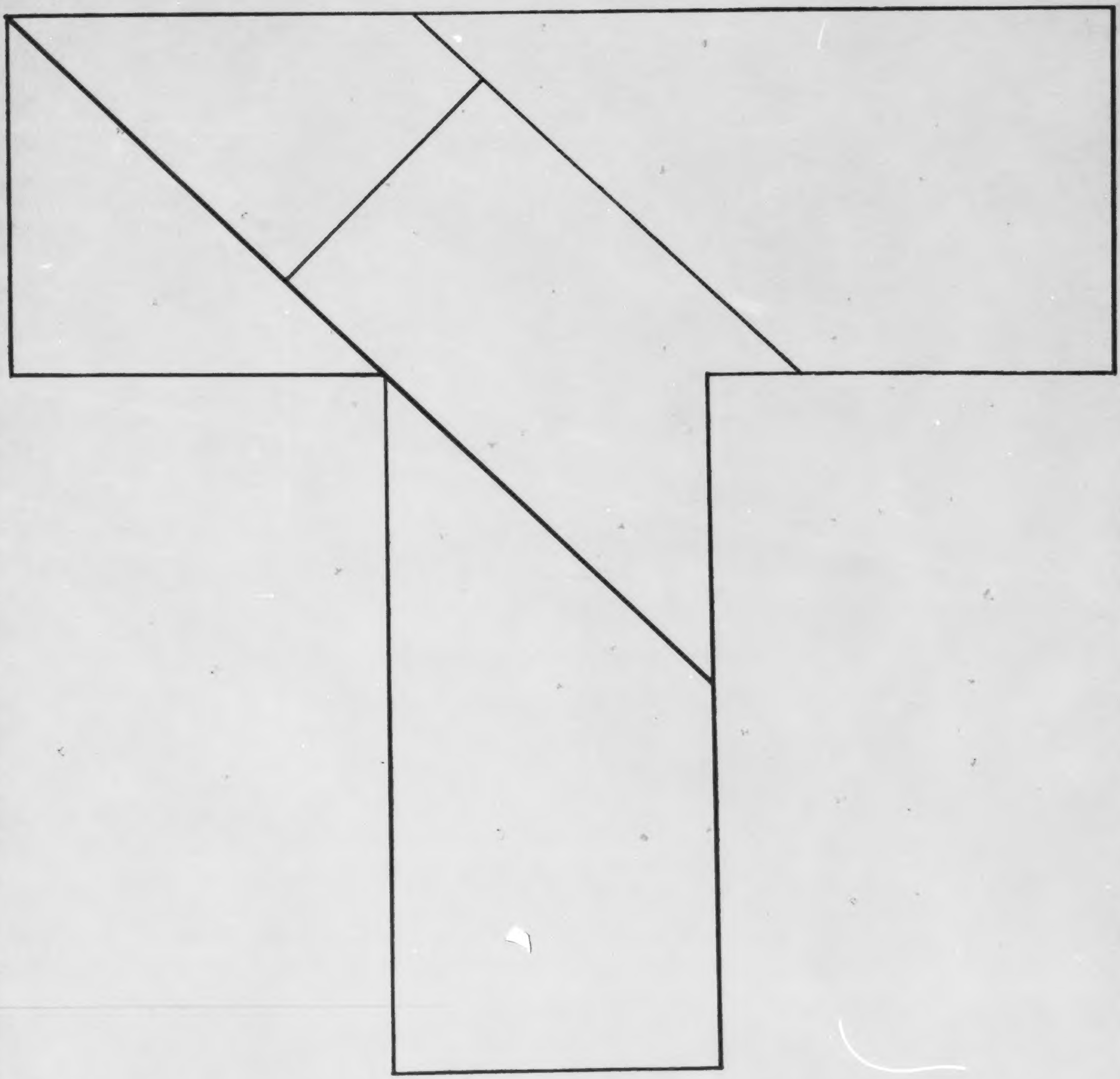


because:

____

____

Crazy T



Foods Laboratory Simulations

Teachers can use the following foods laboratory simulations to encourage students to discuss interpersonal relationships and the importance of effective communication:

1. The teacher assigns to students in each kitchen certain parts of the foods laboratory to clean. Kitchen One has been assigned the two refrigerators. Mary and Joe are going to clean one refrigerator; Tom and Barbara will clean the other. Soon after they start cleaning, Tom tells the teacher that he has to go to the gym because he forgot to talk to the coach about something important regarding tonight's football game. The teacher gives Tom a pass, and Tom does not return. Barbara is left to clean the refrigerator alone. What should she do?

2. As a practical evaluation, students in Kitchen Four are going to plan and prepare a meal for two guests. Mary and Joan want to invite students, but Anthony and Rita want to invite teachers. After much argument, they can't decide what to do. How would you resolve this conflict?

3. The students in Kitchen Three include Jean, a senior who has taken one year of foods classes; May and Peter, sophomores; and Steven, a junior. The last three students have not had previous experience with food preparation. For the past several weeks Jean has made out market orders and work plans and supervised the food preparation. This usually resulted in Jean doing most of the work and the others talking and eating. Jean never cleans up the kitchen, but the other three do a good job. How can the students solve this problem?

4. May drops out of school, and another senior, John, is assigned to Kitchen Three in May's place. John immediately decides that Jean is too bossy. He says he won't do the dishes. Is he right to say he won't do what Jean says? Do you feel Jean should be the boss? How do you feel the situation could be resolved?

5. The students in Kitchen Four have been making macaroni and cheese. Richard's assigned task was to wash the dishes. The students were slow today, and Richard was doing the dishes when the class period ended. He left things where they were. If the kitchen is not left in a clean condition, all members of the unit will receive an F for the day. How do you think the others will feel? Should Richard have left the dishes even though he was not finished? How can this situation be resolved? Is the teacher being fair in giving everyone an F?

6. Students in Kitchen Two have to plan, prepare, and serve a luncheon, spending only a very limited amount of money. Adrian wants a tuna salad with onions and pickles. Jill will not eat onions. Eric thinks tuna salad is bad. Because he won't eat tuna salad anyway, he questions why he should help prepare it? Tony says anything will be fine. How will they decide what to make? Should they be given a choice? How can this situation be resolved?

Dining Out[1]

An instructional strategy designed to help students at the intermediate level understand the effect of the restaurant industry on individual and family food habits

Objectives

This instructional sequence is designed to help the students develop the ability to do the following:

Have a positive self-image when eating out.

Recognize the existence of value systems other than those of their families.

Recognize the interdependence of changing life-styles and eating patterns.

Make decisions from available dining out alternatives.

Analyze how they spend their personal resources.

Analyze how values affect restaurant choices.

Begin to see how individual decisions affect individuals, families, and communities.

Generalizations

A positive self-concept is developed when individuals are comfortable in social situations.

Needs are affected by the social environment in which the individual lives.

Individuals may hold different values because individuals were socialized at different periods of time and in different cultures.

Life experiences may lead to a change in values.

Values influence how time, money, and energy are expended.

The decision-making process includes identifying the problem, examining known alternatives, gathering information on the possible consequences of alternatives, and then selecting and acting upon an alternative.

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[1] This instructional strategy was adapted from a curriculum module developed by Maureen Marconi, Westminster High School, Huntington Beach Union High School District.

Activities

The teacher may choose from the following activities to help students achieve the objectives:

- Administer the pretest on page 51.
- Play the song "Food, Glorious Food," from Oliver. Discuss the values expressed in the song.
- Discuss the prediction that by the year 2000, 50 percent of all meals will be eaten outside of the home.
- Divide the class into groups, and assign the following tasks:

  On a local map identify the restaurants within the school attendance area. Use a telephone directory or student observations as resources.

  Collect menus from the following:

  Casual restaurants, such as coffee shops

  Fast-food restaurants (These menus may need to be copied from the wall and reproduced.)

  Formal restaurants

  NOTE: When collecting menus, be sure to specify how they will be used, and offer to return them. The cost of printing menus can be quite high.

- Values/attitudes: Make one side of the room represent "Yes" and the opposite side represent "No." The center represents "I don't know." A third side of the room is "Pass" or "I do not choose to answer." Ask the students a variety of "value" questions about dining out. Students can develop the questions in advance or use those included on the "Dining Out Attitude Inventory" on page 52. Instruct the students to move to the places in the room that represent their answers. Perhaps several students might explain why they answered as they did. Discussion following this activity might include such questions as:

  "What values were reflected?"

  "What were the similarities and differences in responses?"

  "How might the answers differ for various age groups, cultural groups, and geographical areas?"

  "How were attitudes and values different 10 years ago and 20 years ago?"

- Interview older people to ascertain how dining-out patterns have changed over the years.
- Discuss changes in life-styles that have influenced dining-out patterns. Such changes might include: more working wives, higher income level, eating as recreation, and leisure-time spent outside of the home. Discuss how changes in types of restaurants have influenced changes in life-styles (i.e., fast-food chains).

- Invite a person who is retired from the restaurant industry to discuss the changes that have occurred in restaurants and eating habits during his or her career. Discussion could include changes in equipment, foods, advance preparation, prices, etiquette, dress, and so forth.
- Invite a restaurant owner to discuss the restaurant owner's view of the patrons. Issues to be discussed could include:

  What makes customers easy or difficult to serve

  Tipping expectations

  What one should do if service or food is unsatisfactory

  How restaurants organize and plan for their customers
- Tour a local restaurant kitchen to see how it functions. Include the types of advance preparation, the organization of work activities, the sanitation, and so forth.
- Look at the map of local restaurants that was developed in a previous activity. Discuss the types of restaurants represented, how long they have been in business, which restaurants are most popular, what ethnic or cultural foods are represented, the success pattern of restaurants, customer needs that are not being filled, and changes in life-styles that are reflected in changes of restaurants.
- Analyze the menus collected in a previous activity for such factors as variety, nutrition, prices, attractiveness, child's plates, special features. Prepare a written checklist.
- Have the students rank the top three places at which they would prefer to eat. Compare choices. What factors most influenced the decision--price, type of food, variety of food, familiarity, location, or appearance?
- When evaluating the menus, have students list the words with which they are unfamiliar. Compile a master list, and have students research the meanings of those words. Duplicate and distribute a "Dictionary of Menu Terms."
- Ask students to record for a specified period of time the amount of money they spend on food eaten away from home.
- Use the "Analyzing Dining Out Choices" activity on page 53. Discuss factors that would make various types of restaurants appropriate in different situations. How many students tend to eat at the same few places? What factors encourage or discourage trying different restaurants?
- Play the "Dining Out Simulation Game" on page 54.
- Ask students if they have ever been caught in a dining out situation in which they didn't know what to do or were embarrassed? If they are willing, have them describe the situation and then role play how they might have reacted.
- Set a table with a variety of china and flatware to simulate a fine restaurant. Discuss etiquette related to table service.

- If students are interested and if the situation is appropriate, arrange for the class to eat together at a restaurant. The restaurant could be selected by the class as a whole or by a committee. Be sure to set a price range. Students could pay for their own meals, or the class could work together to raise the money. Attendance should be voluntary.

Evaluation

Compare pretests and post-tests, looking for more complete answers or evidence of different answers. Tabulate participation in group or individual activities in the instructional sequence. Look for student interest and enthusiasm as evidence of involvement. Encourage students to volunteer for activities.

Dining Out Pretest

Complete the following:

When eating out, I like . . .

When eating out, I don't like . . .

My favorite places to eat out are . . . (describe, do not name)

The best thing about eating out is . . .

The biggest drawback to eating out is . . .

One thing I have always wanted to know about eating out is . . .

Today, people are eating out (more/less) than five years ago because . . .

Imagine you were going to have your last meal tomorrow. Describe briefly the eating environment, the meal you would have, and the people with whom you would choose to eat.

Dining Out Post-Test

When eating out, I like . . .

When eating out, I don't like . . .

My favorite places to eat out are . . . (describe, do not name)

The best thing about eating out is . . .

The biggest drawback to eating out is . . .

Today, people are eating out (more/less) than five years ago because . . .

I learned . . .

Think about the last meal that you described on the pretest. Would you change it? If so, how?

Dining Out Attitude Inventory

Respond to each statement with "T" or "F" or "Yes" or "No."

1. I enjoy going out to eat.
2. The most important part of eating out is the quality of the food.
3. The most important part of eating out is being with people.
4. I feel very comfortable in a fine restaurant.
5. I have had a very embarrassing experience in a restaurant.
6. Eating out is usually a pleasurable experience.
7. I enjoy having someone else cook and serve my meals.
8. I enjoy having someone else clean up after my meals.
9. I like home-cooked food better than most restaurant food.
10. I don't mind spending more money to go out to eat than I spend eating at home.
11. I would travel 20 miles (32 km) or more to eat at a special restaurant.
12. I prefer an exciting, noisy atmosphere to a quiet, restful one.
13. I usually eat out at casual restaurants or fast-food restaurants.
14. I eat out more now than I did several years ago.
15. When I eat out, someone else usually pays for my meal.
16. I eat out at least once a week (more or less often).
17. I eat in a fine restaurant at least once a month (more or less often).
18. I am usually with my friends or family when I eat out.
19. Our area has just enough restaurants (too many, too few).
20. I think I would like to work in a restaurant sometime.
21. I am willing to experiment with new foods at a restaurant.
22. I won't order some foods in a restaurant because I don't know how to eat them (such as lobster) or usually make a mess (such as spaghetti or chicken).
23. I usually know what to do when I am in a nice restaurant.
24. It is perfectly all right for a woman to invite a man out to dinner and then to pay for the meal.
25. I feel comfortable going by myself to a restaurant to eat.
26. I usually wait to see what others order before deciding what I want from the menu.

Analyzing Dining Out Choices

Place signs in various areas of the classroom to identify "Home," "School Snack Bar/Cafeteria," "Fast Food/Drive-In," "Casual Restaurant," and "Formal Restaurant." Ask the following questions, and have the students move to the sign appropriate for them. Encourage students who responded in the same way to share why they made that particular choice. Students move appropriately after each question.

Where do you eat most often? (How many times a day, a week? With whom?)

Where do you eat least often? (Why?)

Where would you go to eat if you had a limited budget? (With whom would you eat? What would the atmosphere be? What would be on the menu?)

Where would you go to eat if you had an unlimited budget? (With whom would you eat? What would the atmosphere be? What would be on the menu?)

Where would you go to eat if you took your best girl/boyfriend out? (Why?)

Where would you want to go to eat if your parents took you out? (Why?)

Where would you go to eat if you were by yourself? (Why?)

Where would you like to eat most often? (Why?)

Where would you like to eat least? (Why?)

Where would you go to eat if you were in a hurry? (Why?)

Where would you go to eat if you wanted to see other people? (Why?)

Dining Out Simulation Game

Through this simulation, the students will be role playing in various eating environments. Students should be able to evaluate each environment in accordance with their own needs, values, time, money, and energy.

Procedure: In groups of three or four, students should plan and set up at least five of the following types of dining environments. Each group is responsible for one complete simulated environment. The teacher may assist in obtaining some of the supplies if necessary.

In the same groups the students will move from table to table. They should sit at each table for about five minutes and then answer the following questions on an evaluation sheet:

> How did you feel at each table setting? Which table setting/environment did you like best? Which did you like least? Why?
>
> Which setting most accurately reflects the setting you have at home? Do you like your eating environment at home? What would you change about it?
>
> Would you be willing to spend the time, money, and energy on an eating environment that included a tablecloth, centerpiece, and/or fine china and silver? Why?

Environments

1. Table set with lace tablecloth, china, sterling silver, candles, and centerpiece; soft music in the background; mood described to students would also include low-keyed lighting; menu posted on table and approximate cost of the meal; simulates many fine, high-priced restaurants.
2. Table set with everyday china and flatware (use what is in the labs); no tablecloth, music, or centerpiece; simulates home environment or coffee shop-type restaurants.
3. TV dinners; table not set in any particular manner; television or radio going in background, very noisy environment; simulates home environment or fast-food restaurants.
4. Table not set, setting is "every person for himself"; students will have to get own utensils and dinnerware; they will have to serve themselves out of a "community pot" or a few saucepans left on the range or placed on the table; simulates home environment.
5. Table setting of paper wrappers from a fast-food restaurant; noisy background; simulates fast-food chain.
6. Paper plates, napkins, everyday flatware; environment one of people coming and going; family rarely sits down to eat together; simulates a home environment or a fast-food chain.

7. Table setting consists of placemats or casual tablecloth, cloth napkins, everyday china and flatware; no television or radio noise; simulates casual sit-down restaurant or home environment.

Family Trademarks[1]

An instructional strategy designed to create family communication and pride in students at the intermediate and advanced levels

Objectives

This instructional strategy is designed to help students develop the ability to:

Interact positively with family members.

Identify the primary interest of each family member.

View their families as unique combinations of individuals.

View their leisure time both as a time for self-renewal and as an opportunity to fulfill the needs of others.

Generalizations

Effective communication leads to more meaningful interpersonal relationships.

Meaningful interpersonal communication enhances the sheer enjoyment of discussions with kin and friends.

Leisure time may be used for personal fulfillment and interpersonal nurturance.

Art forms are creative and worthwhile expressions of self and family identity.

Activities

The teacher may use the following activities to help achieve the objectives:

- Play the "Creativity Game." The "Creativity Game" rewards students for original answers. When Round One starts, no instructions are given to indicate that the game is one in which creativity is rewarded. To start the game, the teacher names categories, such as colors, animals, birds, flowers, countries, or television shows. Students are to write a noun which belongs to each category.

  In scoring Round One, a student receives a point for each category for which he or she has written a response not written by any other player. A simple way to score this is to have a student stand, give his or her response, and remain standing if no other student has written the same response. The winner of Round One receives a "Motivator Gift." Before beginning Round Two, the teacher explains that originality will be rewarded. The second "Motivator Gift" is displayed, and the game is replayed.

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[1] This instructional strategy was adapted from a curriculum module developed by Zella Marshall, J. W. North High School, Riverside Unified School District.

- Brainstorm the question "What is creativity?" After brainstorming and discussion, the class should be able to agree on a definition of "creativity."

  In small groups discuss how the following factors influence creativity:

  Curiosity
  A reward system
  A climate of acceptability
  Personal courage

  Ask class members to keep these principles of creativity in mind as they complete the next assignment.

- Display and discuss the importance of logos, symbols, insignias, emblems, and trademarks commonly printed in magazines. Ask students to describe or illustrate two examples of symbols, insignias, and the like that they have seen on television.

- Define "trademark" as an identifying feature which represents a person's hobby, dream, likes, or "claim-to-fame."

  Have the students choose and sketch a trademark for themselves. Ask them to list what trademarks family members would choose for themselves.

  Ask students to make an original family wall hanging consisting of individual blocks of trademarks executed in a variety of craft and needlework techniques. Students may ask family members to choose their own trademarks. Each student and his or her family members may design these trademarks together.

  In class the students should select the colors, materials, and craft or needlework techniques suited for each five-inch block.

  After the blocks have been constructed, discuss with family members the concept of the family "map" as found in Peoplemaking,[1] pages 141-154. As an entire family, decide on the order and arrangement of the blocks.

  Arrange and attach the completed blocks on a background in the order approved by all family members. Finish the wall hanging with dowel, hanger, and fringe or tassel ends.

  Have students display their creative projects and explain to the class the meaning behind their family trademarks. Discuss how family members decided upon a trademark.

- Discuss leisure-time activities which create either family unity or family disunity.

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[1] Virginia Satir, Peoplemaking. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

Evaluation

Administer a pretest and post-test similar to the following:

1. I find that I communicate a great deal with my family.

   _____Agree _____No opinion _____Disagree

2. I find that my personal communication with my family is usually based upon positive things.

   _____Agree _____No opinion _____Disagree

3. I feel that I know my family members' likes and dislikes well enough to select a trademark that represents them.

   _____Agree _____No opinion _____Disagree

4. I feel that communication with all family members is important.

   _____Agree _____No opinion _____Disagree

5. I can think of at least one positive attribute for each member of my family.

   _____Agree _____No opinion _____Disagree

Examine similarities and differences between the list of trademarks that the students originally thought their family members would choose and the trademarks that family members selected for themselves.

Have students answer the following questions:

What did you learn about your family?

How did the project involve total family communication?

How did family members feel about the project?

If you were to repeat this assignment, how might you do it differently?

What are you going to do with your wall-hanging?

What are other leisure-time activities which could encourage family communication?

Teachers must decide to what degree the "Family Trademark" assignment should be "graded" on expertise in craft and needlework techniques, or to what degree the assignment should be graded on answers to the above questions.

RESOURCES

Fabric, yarn, and other recyclable materials found around a house, 9" (22.8 cm) dowel, 1/4-1/2 yard (22.9-45.7 cm) of burlap.

Fabun, Don. "Creativity" in *Three Roads to Awareness*. Beverly Hills, Calif.: Benziger, Bruce and Glencoe, 1970.

Gade, Dolores. *Teaching Packets for New Dimensions in Creativity*. Washington, D.C.: Home Economics Education Association, 1974.

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

Getting to Know Us

Instructional activities designed to help all students meet other class members and develop a group rapport

Objectives

These activities are designed to help students develop the ability to have a positive self-concept.

Generalization

Nonfamily groups continue the process of self-concept development, value orientation, and socialization.

Activities

During the first week of the semester, choose from the following activities to help students get to know each other. The teacher may wish to participate in these activities:

- As a pretest, ask students how many other members of the class they could name before the class started? How many faces did they recognize? How many did they know something about? Record the answers.
- Play a version of the get-acquainted game activities included on pages 62-63.
- Have the students state their names and tell one thing they like about themselves or one thing they like to do. Repeat the activity, having the students tell their names and describe a second thing they like. Ask questions to find out more about each student's statements.
- Expanded Name Tags: Have the students write their first names in the center of index cards. Ask students to write in the four corners such items as:

  Places: Where have you been happiest?
  Where would you like to be right now?

  Dates: In what year did you first fall in love?
  In what year did you do best in school?

  Things: What are your favorite possessions?
  What is the one thing you really want?

  People: What is the name of the person you most admire?
  Who has had the most influence on you?

Have the students wear their name tags and circulate around the room, observe other name tags, and ask questions based on the information on the name tags. Name tags may be used for identification purposes on subsequent days.

- Interviews: Select at random four or five students to be interviewed before the class. Be prepared with questions such as:

  What do you like about yourself?

  What is the best thing about school?

  What is your biggest dream?

  What has been your scariest experience?

  How do you feel about being interviewed?

  Students have a right to "pass" on any question. Other students may ask questions or follow up on answers. After 10 or 15 minutes, select a new group. Give as many students as possible a chance to participate.

- Play "Pick a Stranger." Pair students with someone they do not already know. Have them find out in five minutes as much as they can about each other. Have each introduce the other to the rest of the class, telling something interesting about their "Stranger."

- Challenge students to see who can name the most students in the class.

- Throughout the semester:

  Be aware of new students entering the class, particularly those new to the school. Introduce them to the class members and make them comfortable in class.

  Plan a brief "special recognition" activity for each student's birthday. Students whose birthdays are on days when school is not in session should not be ignored. Have surprise birthday activities throughout the semester for those students.

  Occasionally spend a few minutes on Monday finding out about their weekends or on Friday talking about plans.

  Mix students for group assignments.

Evaluation

During the second week ask the class how many students they can now name? How many do they know something about? Compare the students' responses with the responses given on the first day. Subjectively judge the closeness of the class at various points throughout the semester.

These activities may be appropriate when an FHA-HERO chapter hosts a subregional or regional activity.

Get Acquainted Game—Activities

Interview members of the class to find a person who fits one of the descriptions below. Place his or her name in the space provided. Find out more about what each person did. No one person should be identified more than once. Continue until all blanks are filled. When we are through, each person in class will be asked to introduce to the rest of the class one person he or she did not know before and tell something about that person.

Find a person who:

1. Has written a letter to the editor ____________________
2. Plays a musical instrument ____________________
3. Has been to Hawaii ____________________
4. Has one other class with you ____________________
5. Is left handed ____________________
6. Has your horoscope sign ____________________
7. Has an unconventional hobby or pastime ____________________
8. Has had a paying job other than babysitting ____________________
9. Speaks two languages
10. Has participated in a walk-a-thon or swim-a-thon ____________________
11. Keeps a diary or daily journal ____________________
12. Has been on an athletic team ____________________
13. Usually brings lunch to school ____________________
14. Has the same counselor as you ____________________
15. Plays tennis ____________________
16. Has gone on a bicycle trip of over ten miles ____________________
17. Wears seat belts when riding in a car ____________________
18. Skis ____________________
19. Has appeared on television ____________________
20. Has had a broken arm or leg ____________________
21. Had no cavities at the last dental visit ____________________
22. Has succeeded at something dangerous ____________________
23. Has lived in a foreign country ____________________
24. Rides a bicycle to school ____________________

Get Acquainted Game—Foods

Interview members of the class to find a person who fits one of the descriptions below. Place his or her name in the space provided. Find out more about what each person did. No one person should be identified more than once. Continue until all blanks are filled. When we are through, each person in class will be asked to introduce to the rest of the class one person he or she did not know before and tell something about that person.

Find a person who:

1. Loves the taste and smell of fresh bread right out of the oven ______________
2. Never made a cake except with a cake mix ______________
3. Claims chocolate as a favorite flavor ______________
4. Rarely cooks at home because his or her mother says he or she leaves such a mess ______________
5. Cooks dinner for the family at least once a week ______________
6. Never eats breakfast ______________
7. Drinks at least two soft drinks a day ______________
8. Has never been on a weight reduction diet ______________
9. Is frequently on a weight reduction diet ______________
10. Can make a good pie crust ______________
11. Is a vegetarian ______________
12. Doesn't eat desserts or sweets ______________
13. Is taking this class to learn how to cook ______________
14. Knows what basil is and has used it ______________
15. Thinks junk foods such as potato chips and candy bars should not be sold on campus ______________
16. Is allergic to a food ______________
17. Likes vegetables such as broccoli, spinach, and brussels sprouts ______________
18. Would rather eat a hamburger than anything else ______________
19. Likes to try new foods ______________
20. Doesn't mind doing the dishes if he or she used them ______________

21. Especially likes to fix fancy desserts ____________________

22. Is taking this class to be able to eat what is cooked in class ____________________

Getting to Know Yourself Better[1]

An introductory strategy designed to help the intermediate level student answer the questions, "Who am I?" and "What do I value?"

Objectives

This instructional strategy is designed to help students develop the ability to:

Identify personal values, and examine how they become a part of their value systems.

Identify unique, positive characteristics in themselves.

Determine action they should take to develop personal identity and to improve their self-concept.

Generalizations

Values are deep-seated individual and social beliefs which influence how we act.

Life experiences may lead to a change in values.

Needs and values contribute to a sense of personal indentity.

Activities

The teacher may use the following activities to help the students achieve the objectives:

NOTE: The teacher must clarify for students which of the following activities are to be shared with the class and which are for personal insight only. All values-clarification activities must allow students the right to "Pass" or refrain from disclosing their values if they so desire.

- At the beginning of the instruction, give students a paper doll. Ask them to cut the doll into two or more jigsaw pieces. Students will write on, draw on, or decorate each piece of the doll to represent one positive trait, talent, or skill that they see in themselves. Explain to the students that each piece of the doll must represent a positive trait and that they are not to cut the doll into more pieces than they can complete. Put the doll pieces in envelopes, and save them until the end of the instruction unit.

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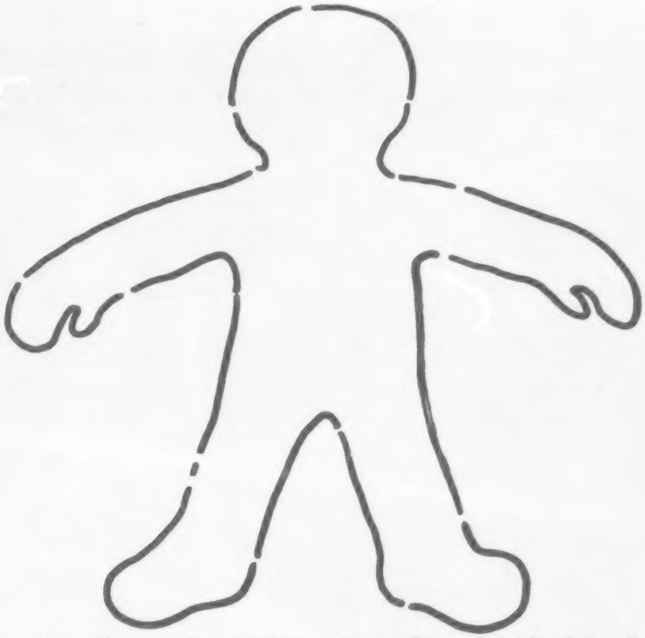
[1] This strategy was developed from curriculum modules developed by Ruth Sparling, Rosemead High School, El Monte Union High School District, and Pat Campbell, Monte Vista High School, San Ramon Valley Unified School District.



- Discuss as a class the information from "A World of Confusion and Conflict" and "Are There Universal Values?" in J. C. Penney's Forum, Spring/Summer, 1972.
- Develop with the class a definition of "values." Complete the "Self on Target" activity included on page 68.
- Divide the class into small groups, and give each group slips of paper on which are names or illustrations of the following objects:

  Coin
  Record
  Toy sword
  Toy car
  Bible
  Book
  Dove with an olive branch
  Valentine

  Ask each group to agree on the value represented by the items. Each student in the group is then to rank the items in order in accordance with his or her own system of values. Then the groups should arrive at a concensus on the values of the items. Report to the entire class how each group prioritized the values.
- Have students complete the "Do You Like Yourself?" checklist included on pages 69-71. Students who wish to do so may share with the entire class what they would like to change about themselves and what keeps them from making that change.
- In small groups brainstorm the question, "What factors contribute to our self-concept?"
- Give each student a small brown paper sack. Place slips of paper inside the sack on which students have written, "How I see myself." On the outside have students write, "How I think others see me." Fold and put away the sacks until the end of the course. Then have students reexamine their paper sacks to see whether they would make any changes in what they had written.
- Ask students to complete the "Accomplishments Chart" included on page 72. Ask students to calculate what percentage of their accomplishments involved other people as opposed to individual activities.

- Give the students a large picture of a clock. Ask them to indicate how they spend their time during a typical day. Color code periods of the day spent doing something the student enjoys and those periods spent giving pleasure to others. Ask the students the following questions:

  Which activities make you feel good about yourself?

  What do your activities tell you about your values?

Evaluation

After the unit on self-concept has been completed, repeat the first activity. Have the students put the doll pieces together and compare the two dolls to see if their self-concept has improved (e.g., more pieces in the second doll).

RESOURCES

Hawley, Robert C. Value Exploration Through Role Playing. New York, N.Y.: Hart Publishing Co., Inc., 1975.

Howe, Leland W., and Mary Martha Howe. Personalizing Education, Values Clarification and Beyond. New York, N.Y.: Hart Publishing Co., Inc., 1975.

Kirschenbaum, Howard, and Sidney B. Simon. Readings in Values Clarification. Minneapolis, Minn.: Winston Press, 1973.

Lyons, Hal. Learning to Feel -- Feeling to Learn, Columbus, Ohio: Charles Merrill, 1971.

McPhail, Peter; J. R. Ungoed-Thomas; and Hilary Chapman. Learning to Care, Rationale and Method of the Lifeline Program. Niles, Ill.: Argus Communications, 1975.

Paulson, Wayne, Deciding for Myself: A Values-Clarification Series. Minneapolis, Minn.: Winston Press, 1974.

Reichert, Richard. Self-Awareness Through Group Dynamics. Dayton, Ohio: Pflaum/Standard, 1970.

Ruud, Josephine B. Teaching for Changed Attitudes and Values. Washington, D.C.: National Education Association, 1973.

Schrank, Jeffrey. Teaching Human Beings. Boston, Mass.: Beacon Press, 1972.

Simon, Sidney B.; Leland W. Howe; and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York, N.Y.: Hart Publishing Co., Inc., 1972.

Simon, Sidney B.; Robert C. Hawley; and David D. Britton. Composition for Personal Growth. New York, N.Y.: Hart Publishing Co., Inc., 1973.

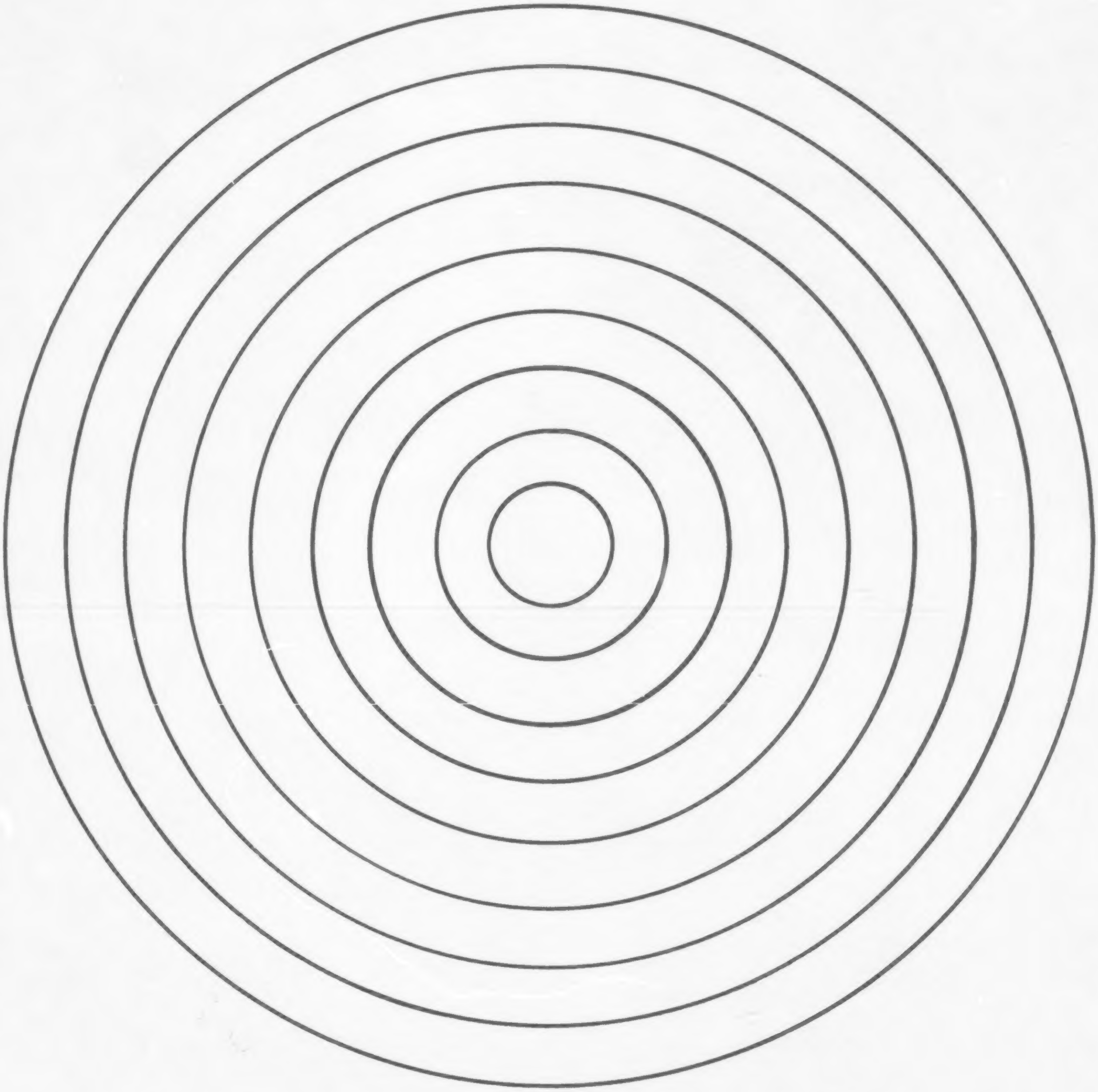
Simpson, Bert K. Becoming Aware of Values. San Diego, Calif.: Pennant Press, 1973.

Self on Target

Write your name in the center circle.

Then list in order from center (most important) to outside (least important) facts about you that result in your uniqueness as an individual.

Write in pencil so that you can change the order of the items if you wish.



Place a star by the items that could be classified as part of your value system.

Do You Like Yourself?

This checklist is designed to help you think about yourself. No answers are right or wrong. Just tell how you really feel. The information is for your own use. Do not sign your name. Read each statement carefully and decide whether it describes how you feel about yourself. You will agree with some statements and you will disagree with others. You may be undecided about some. Mark the answer which most nearly tells how you feel about the statement. Work quickly but carefully. Be sure to mark one answer for each statement.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. I am an interesting person to other people.					
2. It takes me a long time to get used to anything new.					
3. I do very well in school.					
4. I don't like the way I look.					
5. I am poor at most sports.					
6. I have trouble controlling my feelings.					
7. I have ambition to achieve to the very best of my ability.					
8. If a friend were in trouble, I would probably drop him or her rather than get involved.					
9. I do not get really mad very often.					
10. I seem to be tired a lot.					
11. I'm mostly happy in school.					
12. I handle most of my problems well.					
13. I really don't like being a boy (or a girl).					
14. I am happy most of the time.					
15. I find it hard to get along with people.					
16. I don't finish most things that I start.					
17. I am satisfied with my height and weight.					
18. I worry a lot.					
19. I always try to be fair.					

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
20.	I try to do what I think is right.					
21.	I am seldom at ease and relaxed.					
22.	I am poor at speaking before a group.					
23.	I wish my body were shaped differently.					
24.	Teachers like me pretty well.					
25.	I have good ideas.					
26.	Most people are better liked than I am.					
27.	I don't know what to do in many situations.					
28.	I like to meet new people.					
29.	I have lots of confidence in myself.					
30.	I often get discouraged in school.					
31.	I am strong.					
32.	I solve problems quite easily.					
33.	Criticism doesn't upset me if I feel I have tried to do my best.					
34.	I always look out for myself first.					
35.	I handle my body well in sports and games.					
36.	Someone always has to tell me what to do.					
37.	I don't talk much at school activities.					
38.	I can't be depended on.					
39.	I don't get jealous easily.					
40.	I often have to be told more than once to do my schoolwork.					
41.	I am poor at making things with my hands.					
42.	I often act on the basis of feelings and emotions rather than reason.					
43.	My hair usually looks nice.					
44.	I am a healthy person.					
45.	I find it hard to talk in front of the class.					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
46. I give in very easily.					
47. Others will often follow my ideas.					
48. I'm pretty smart.					
49. I don't care what happens to me.					
50. I feel left out of things in class.					
51. I can make up my mind and stick to it.					
52. I wish I could do something about my skin.					
53. I am a nervous person.					
54. I want to be admired.					
55. I feel guilty if people think well of me for fear they would be disappointed if they knew what I am really like.					
56. I'm a helpful person.					

Now go back and put a check by the five statements that make you feel best about yourself. Put a star by the five statements that make you feel worst about yourself. From the five statements you have starred, pick two you could change if you really wanted to. Think about why you haven't changed this aspect of yourself. Examine the checklist to see if it reveals any of your values.

Accomplishments Chart

For each of the following age-spans, list five accomplishments that you were proud of and that you really tried hard to achieve. Your feelings regarding these accomplishments may be shared with the class if you so desire.

Age four through eight

1. ______
2. ______
3. ______
4. ______
5. ______

Age eight through twelve

1. ______
2. ______
3. ______
4. ______
5. ______

Age twelve through fourteen

1. ______
2. ______
3. ______
4. ______
5. ______

List five accomplishments you would like to achieve during this semester.

1. ______
2. ______
3. ______
4. ______
5. ______

A House Is Not A Home

An instructional strategy designed to assist students at the advanced level in identifying the factors which affect housing decisions

Objectives

This instructional strategy is designed to help students develop the ability to:

Recognize that values affect housing decisions.

Examine their housing values.

Generalization

Life-styles may be developed by learning to make decisions based on accurate perceptions of one's own values and needs.

Activities

- Distribute to students the "A House Is Not a Home" record sheet included on page 74. Display the birdhouses (transparency masters are included on pages 75-84[1]) while the students prioritize their housing values.
- Administer the "Home Values Test for Family Members" included on pages 85-89. Have the students compare their housing values as revealed by these two activities.

Evaluation

Ask the students to write a short paragraph concerning what they learned about themselves as a result of the strategy.

---

[1] The house illustrations are the work of Jeannie O'Neill, Kern Union High School District.

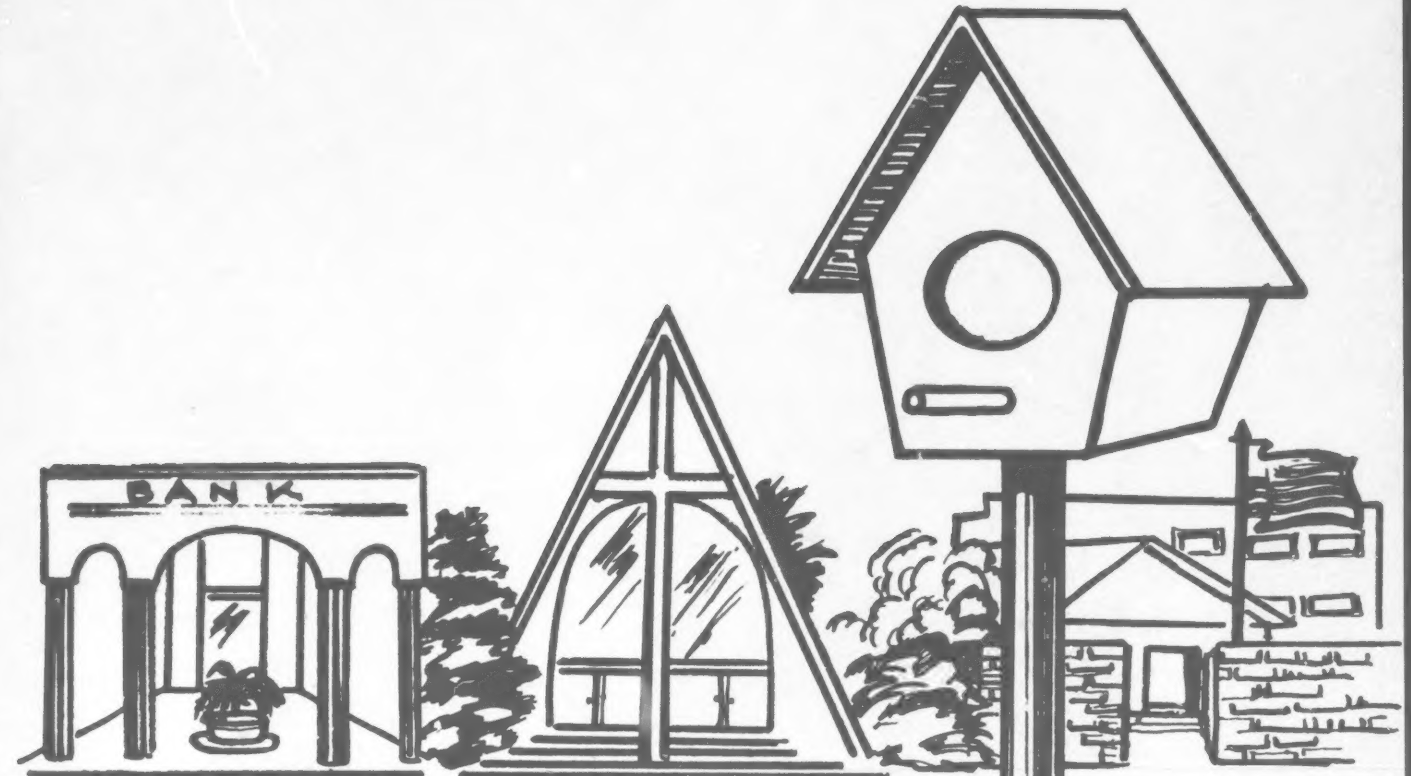
A House Is Not a Home

People have different housing values. Studies have shown that from their homes people want the following:

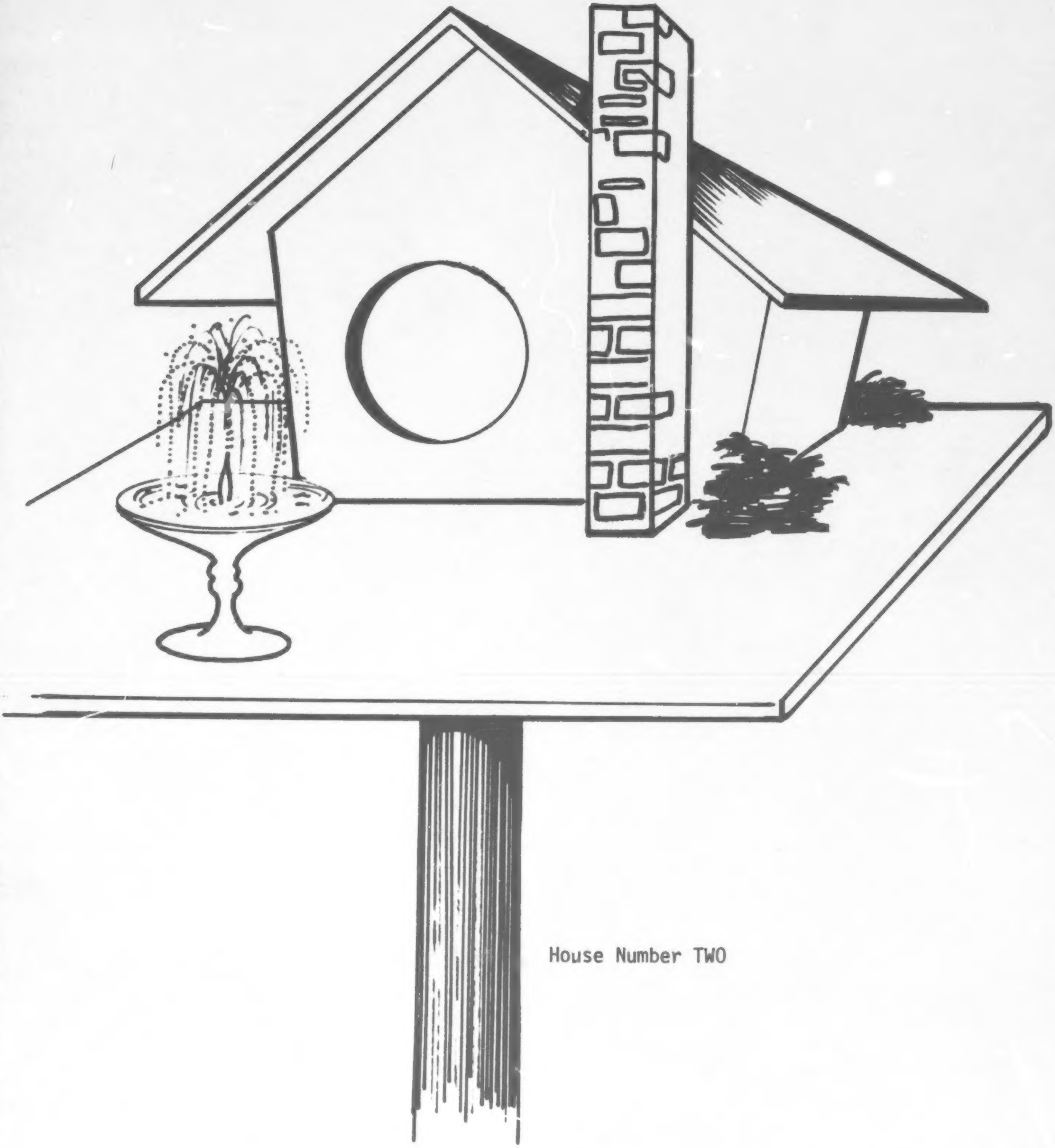
Ideal location	Safety
Beauty	Convenience
Comfort	Economy
Companionship	Health
Privacy	Hobbies

You will be shown pictures of ten houses which illustrate these values. Give your priority ranking to these homes. (You may even pretend you are a bird if you so choose.)

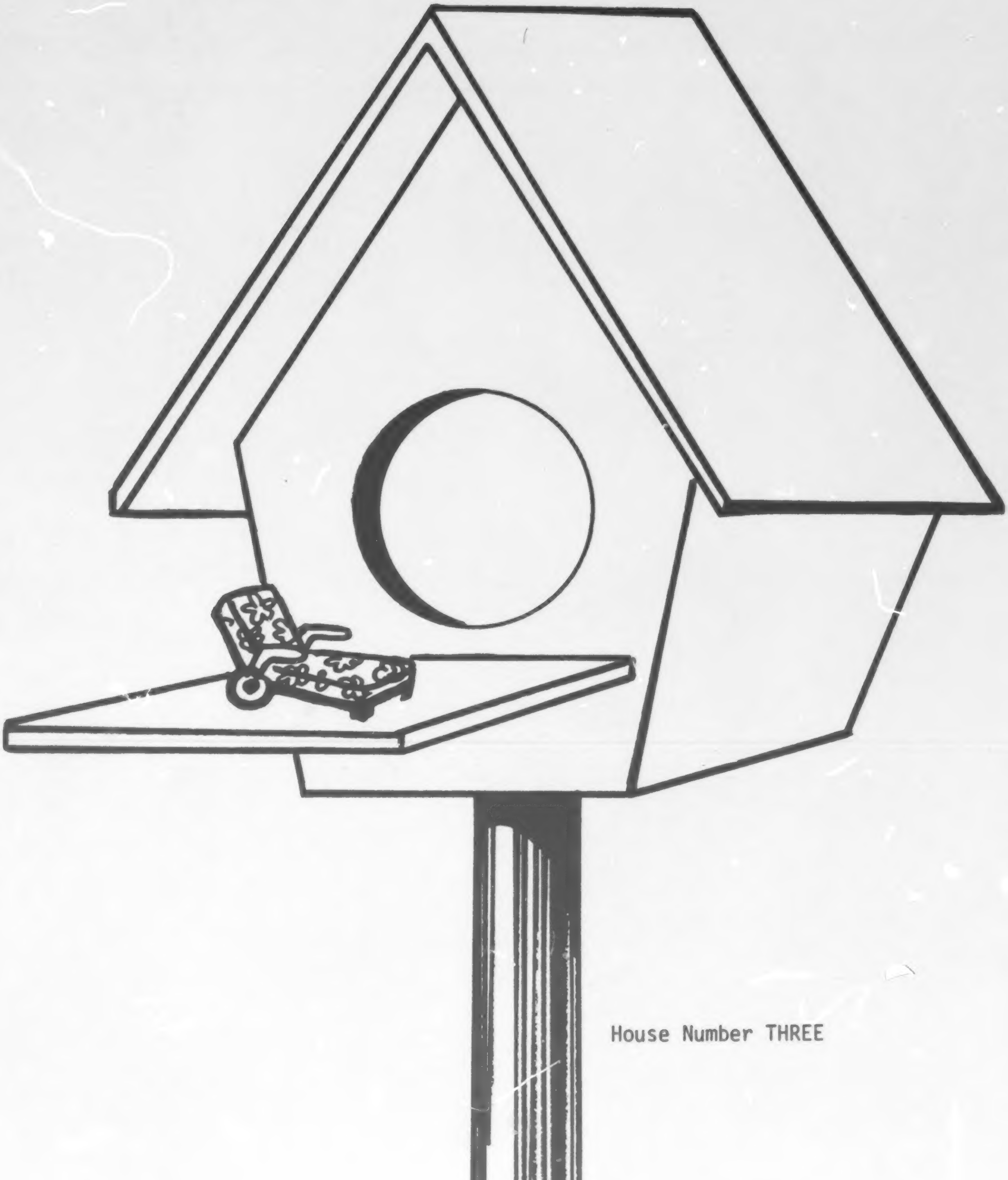
1. The home with the ideal location is near the things that are really important to you. ____
2. The beautiful home has nice colors and good design and is good to look at both inside and outside. ____
3. In the comfortable home you can rest and relax and feel at ease. ____
4. You have many good times in a home near many people. ____
5. In the home that gives you some privacy, you can do the things you want to do without being bothered. ____
6. The safe home provides security and little danger of fire, accidents, and other such problems. ____
7. The convenient home is neat and orderly and has many new labor-saving devices. ____
8. The inexpensive home costs little to operate and suits the family income. ____
9. The home built for good health is clean and provides for plenty of sunshine and fresh air. ____
10. In the home in which personal interests and hobbies are important, you can spend your spare time doing almost anything you want to do. ____



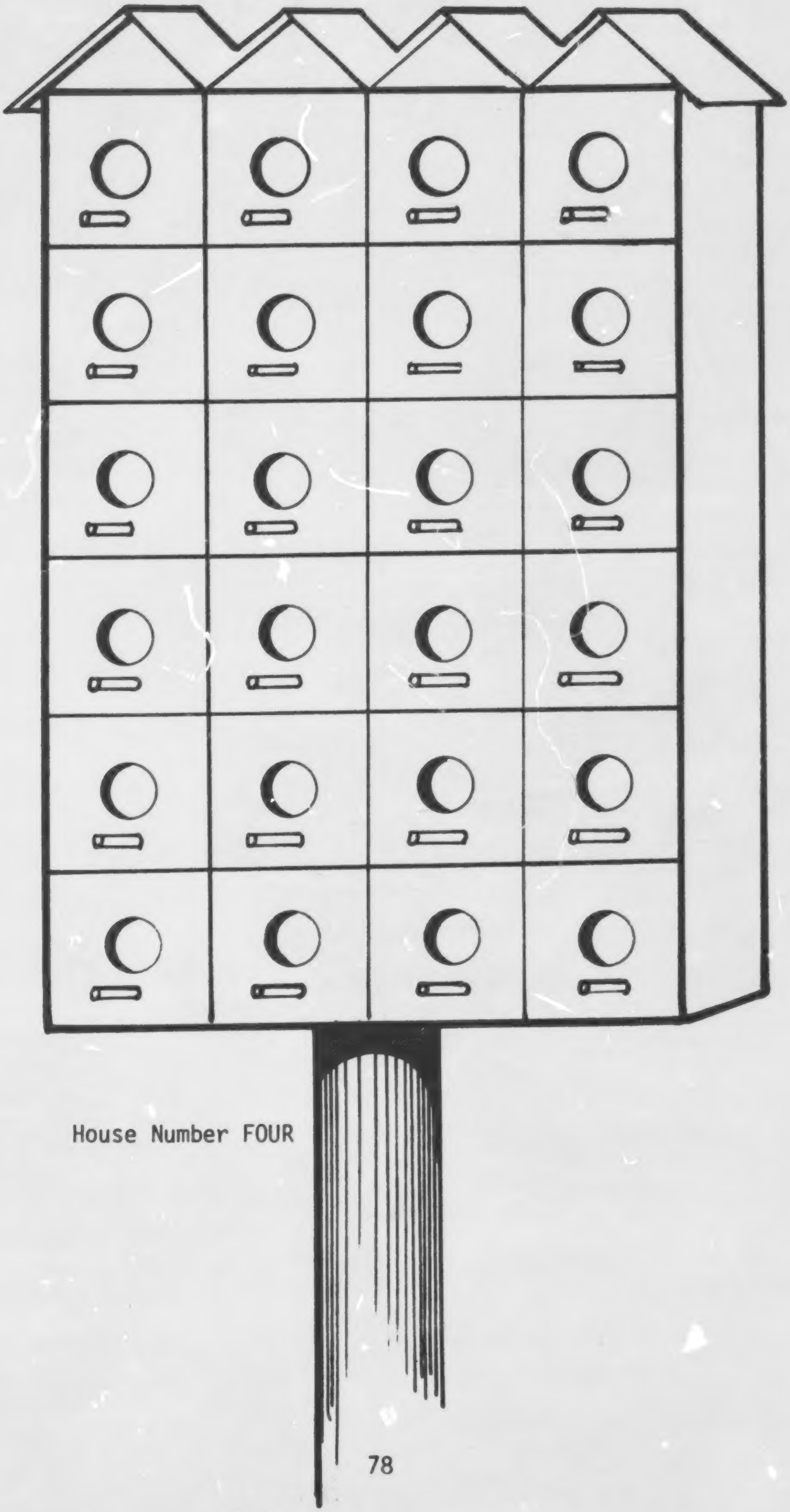
House Number ONE



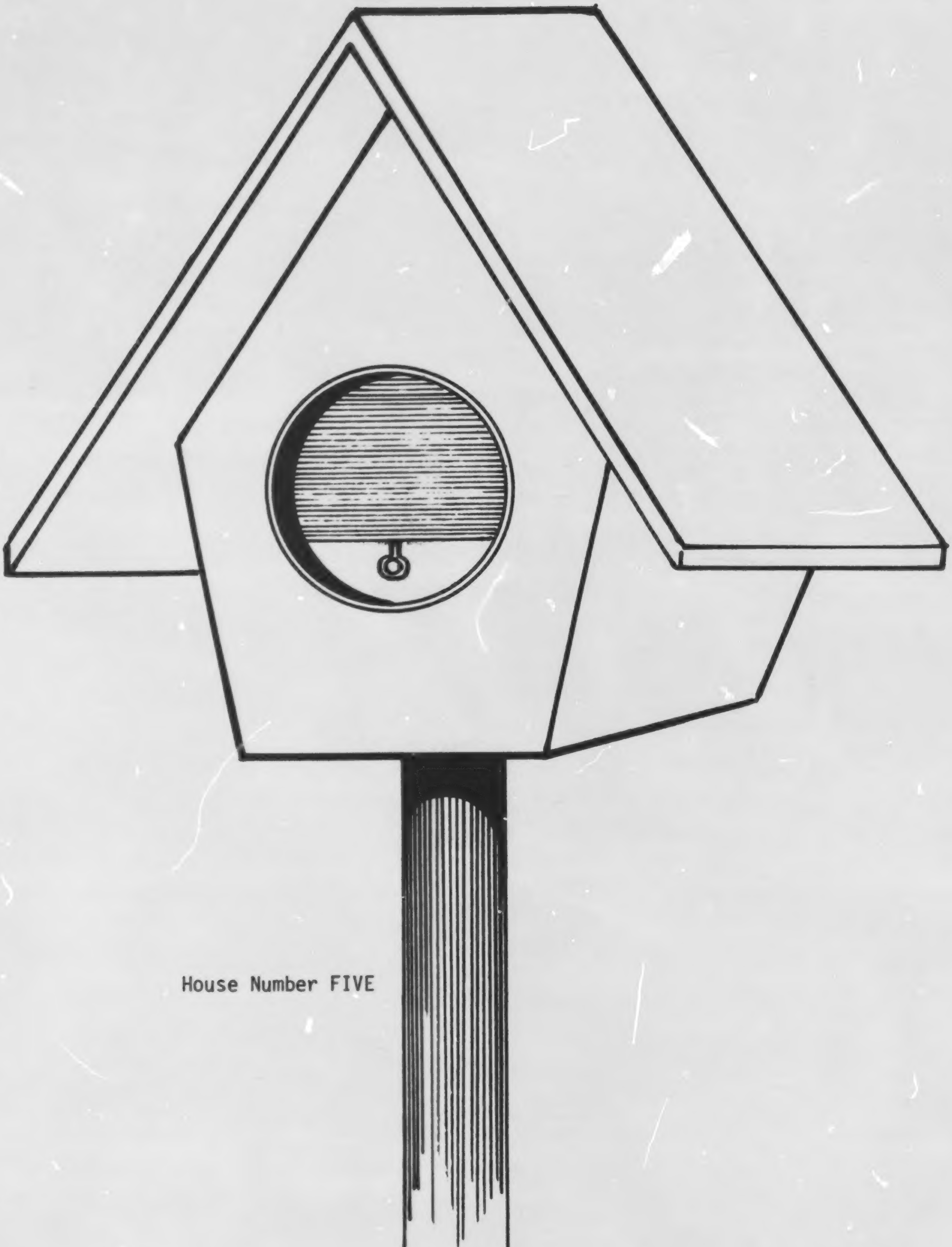
House Number TWO



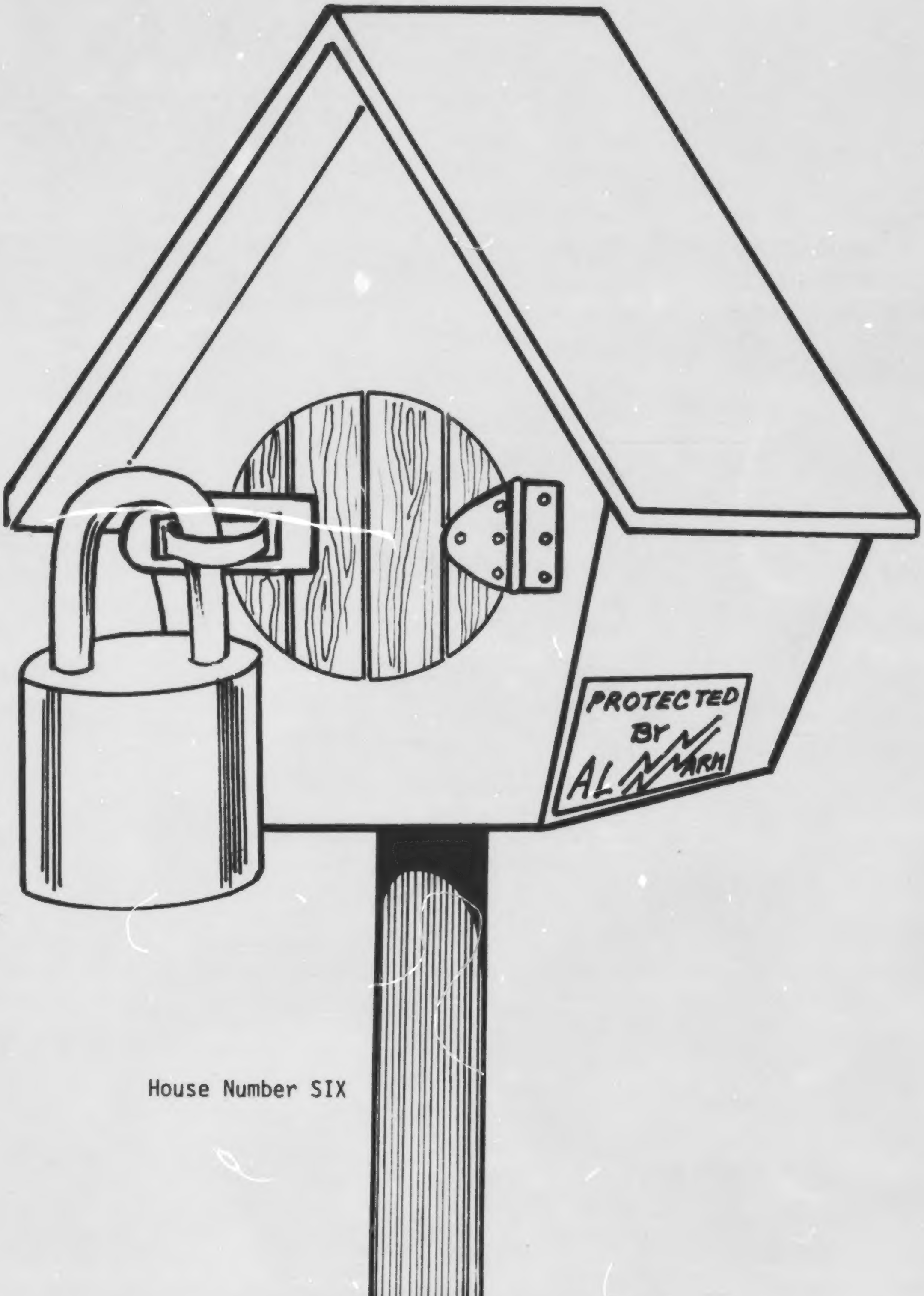
House Number THREE



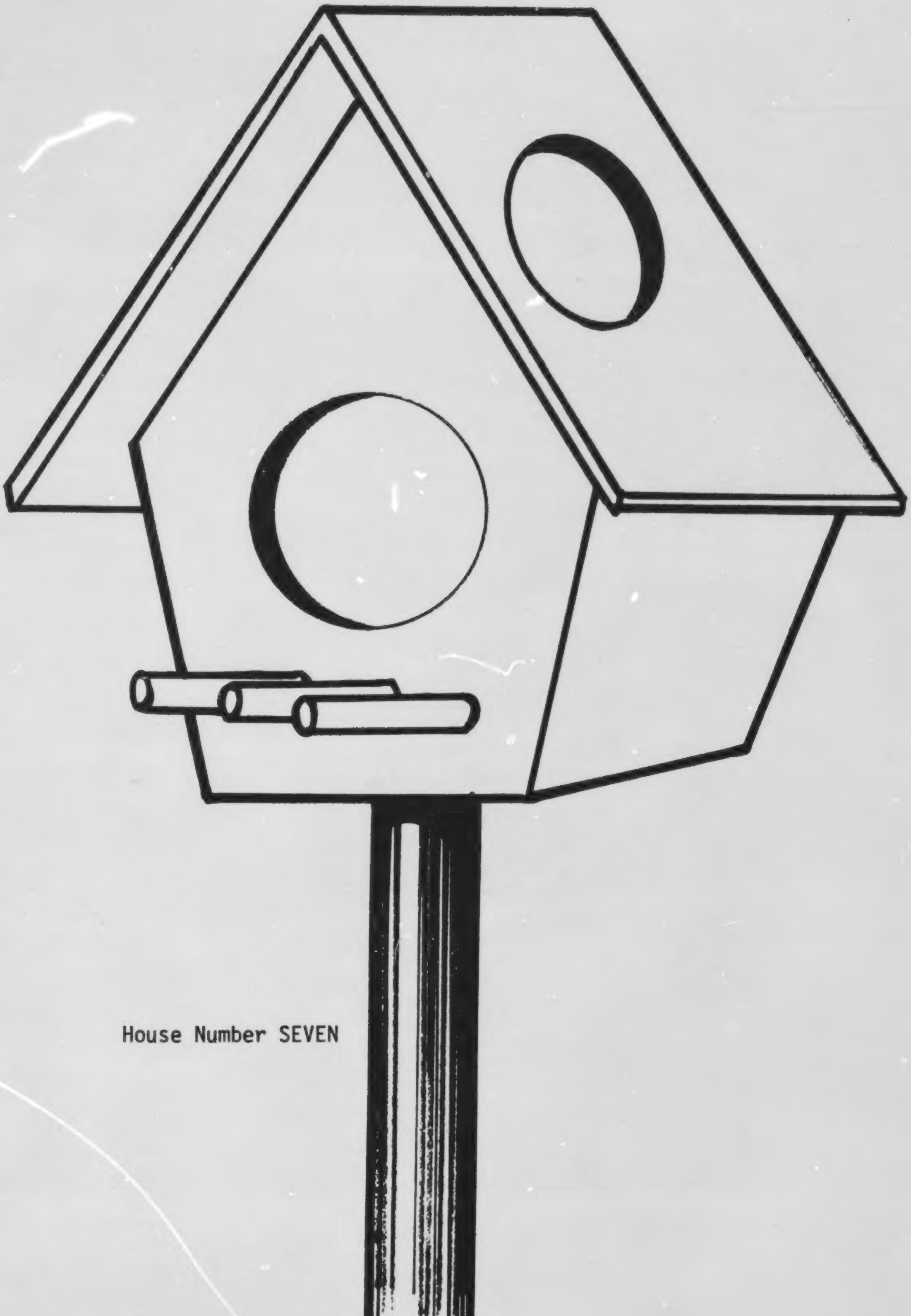
House Number FOUR



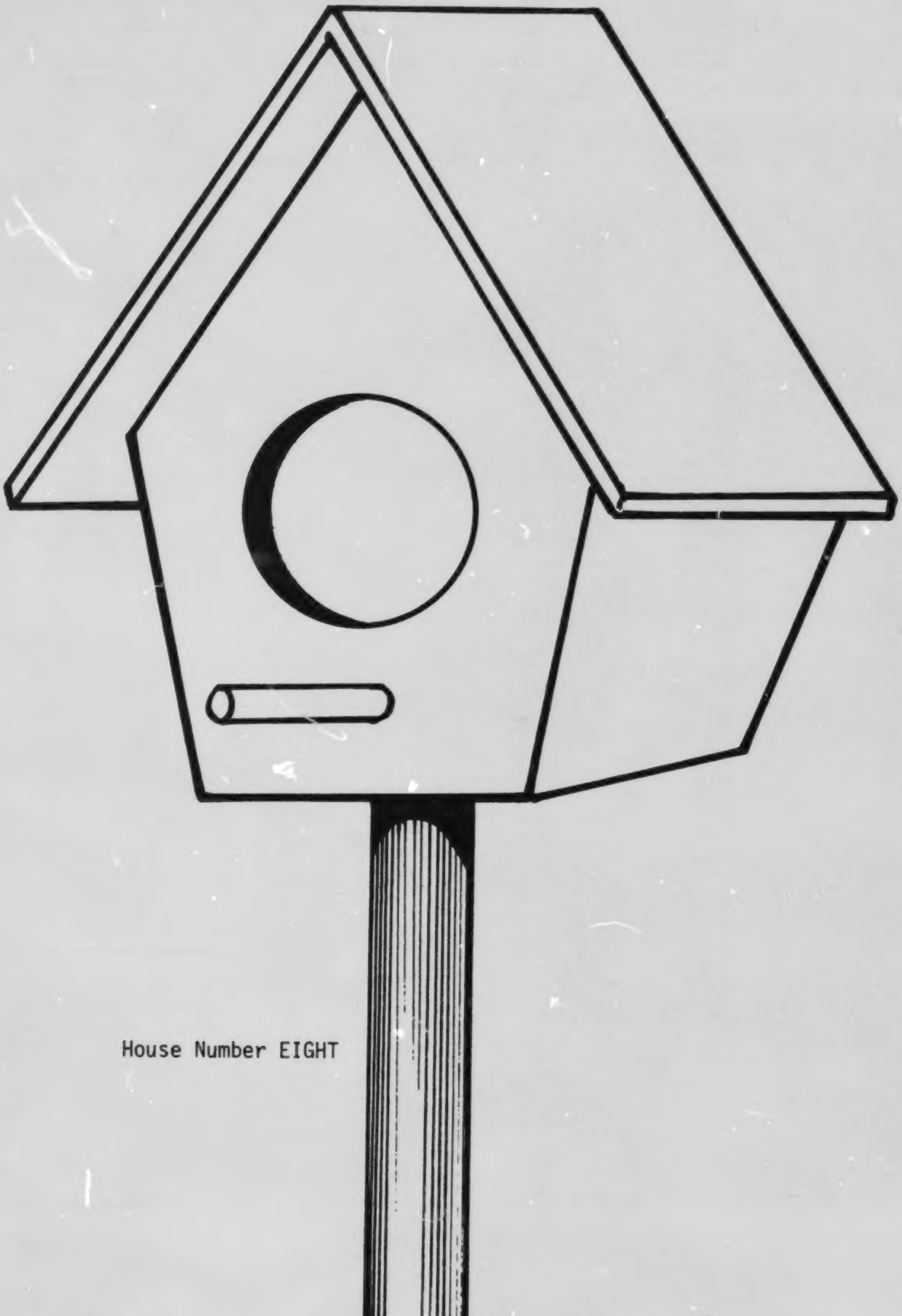
House Number FIVE


PROTECTED BY ALARM

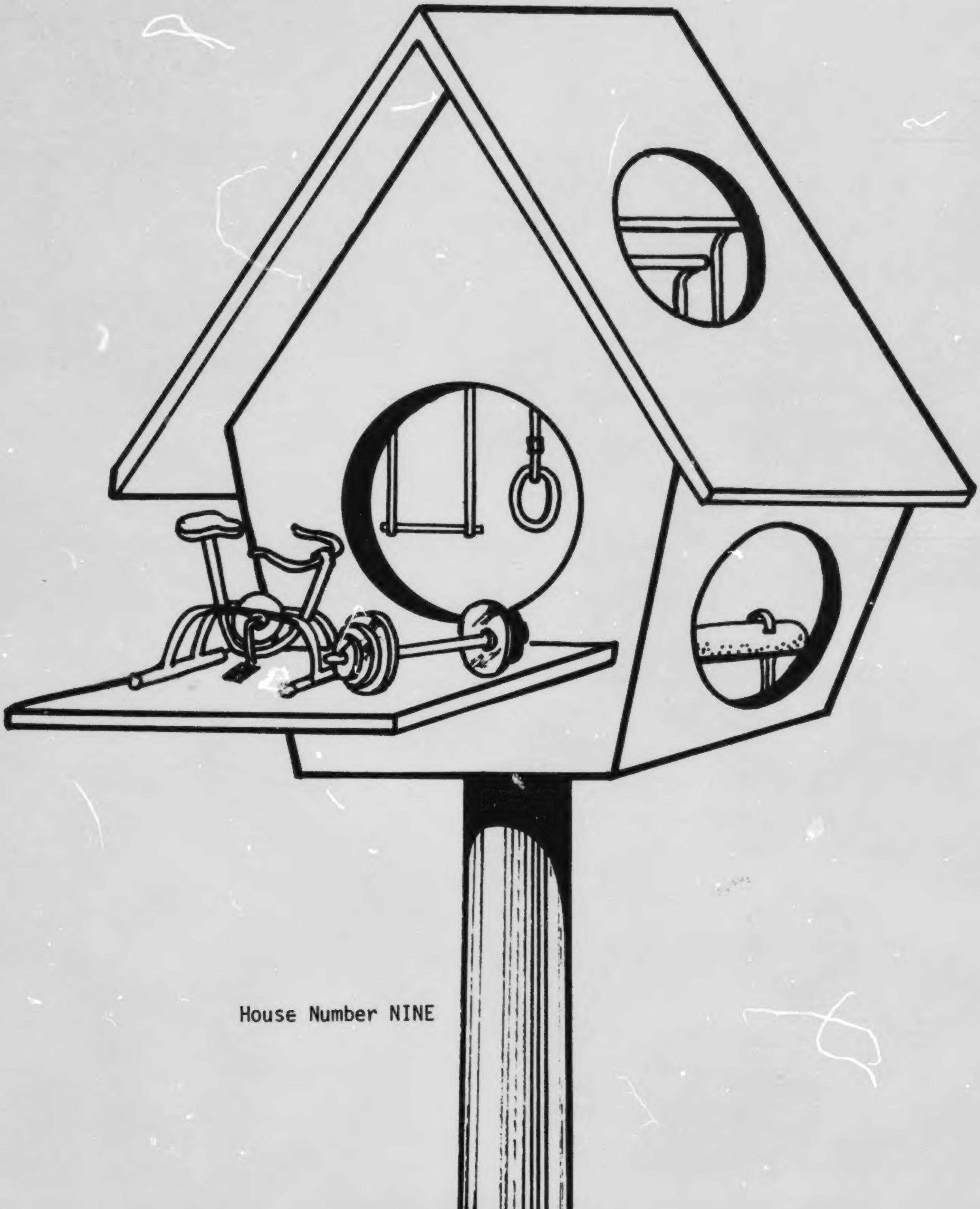
House Number SIX



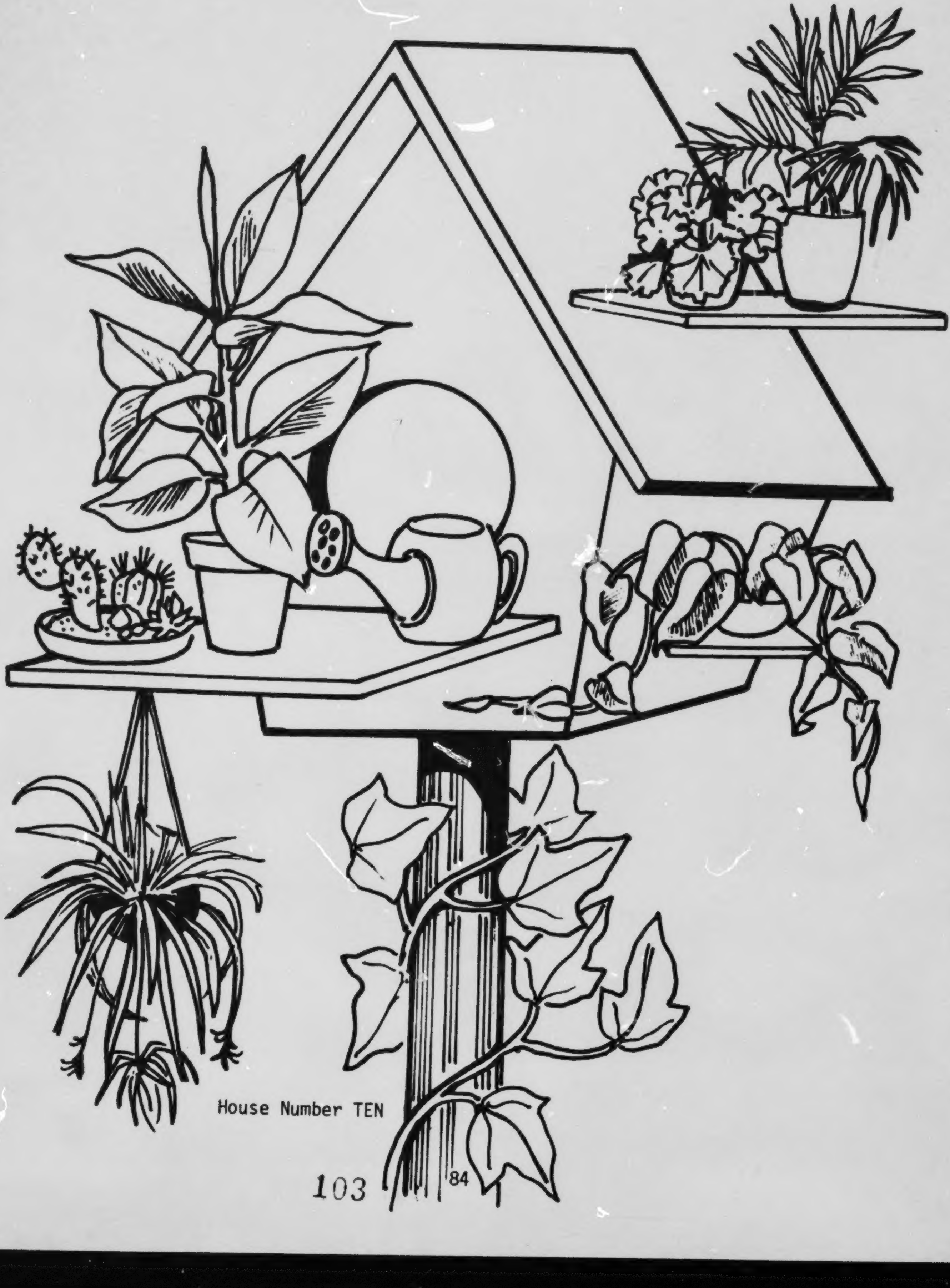
House Number SEVEN



House Number EIGHT



House Number NINE



House Number TEN

Home Values Test for Family Members[1]

Developed by Virginia Cutler
Distinguished Professor Emeritus
Brigham Young University

You may want all 10 homes, but for this test you can have only one at a time. Make a choice between the two homes in each pair, and draw a circle around the number of the home you choose. For example, if you were choosing a radio:

1 - is the radio which has good tone quality.
2 - is the radio which will get long distance stations.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
10 - is the inexpensive home. It costs little to operate and suits the family income.

9 - is the home where you can bring your friends. You can have many good times here.
6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

2 - is the comfortable home. Here you can rest and relax and feel at ease.
8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.

7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.
9 - is the home where you can bring your friends. You can have many good times here.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

4 - is the home in the ideal location. It is near to the things that are really important to you.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

---

[1] Virginia Cutler, "Home Values Test for Family Members," Housing and Home Furnishings. Tallahassee, Fla.: Home Economics Education, Department of Education; reprinted with permission.

6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.
10 - is the inexpensive home. It costs little to operate and suits the family income.

---

5 - is the home built for good health. It is clean, and there is plenty of sunshine and fresh air.
3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

---

10 - is the inexpensive home. It costs little to operate and suits the family income.
9 - is the home where you can bring your friends. You can have many good times here.

---

8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.
7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.

---

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5 - is the home built for good health. It is clean, and there is plenty of sunshine and fresh air.

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1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
9 - is the home where you can bring your friends. You can have many good times here.

---

4 - is the home in the ideal location. It is near to the things that are really important to you.
8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.

---

7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.
5 - is the home built for good health. It is clean, and there is plenty of sunshine and fresh air.

---

6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like.
2 - is the comfortable home. Here you can rest and relax and feel at ease.

---

4 - is the home in the ideal location. It is near to the things that are really important to you.
3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.

---

2 - is the comfortable home. Here you can rest and relax and feel at ease.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

---

5 - is the home built for good health. It is clean, there is plenty of sunshine and fresh air.
9 - is the home where you can bring your friends. You can have many good times here.

---

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
10 - is the inexpensive home. It costs little to operate and suits the family income.

4 - is the home in the ideal location. It is near to the things that are really important to you.
6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

10 - is the inexpensive home. It costs little to operate and suits the family income.
8 - is the safely built home. There is little danger of fire, accidents, and other such troubles.

9 - is the home where you can bring your friends. You can have many good times here.
2 - is the comfortable home. Here you can rest and relax and feel at ease.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.
5 - is the home built for good health. It is clean, and there is plenty of sunshine and fresh air.

7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.
6 - is for personal interests or hobbies. You can spend your spare time in this home doing almost anything you like to do.

5 - is the home built for good health. It is clean, and there is plenty of sunshine and fresh air.
4 - is the home in the ideal location. It is near to the things that are really important to you.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
2 - is the comfortable home. Here you can rest and relax and feel at ease.

3 - is the convenient home. It is neat and orderly and has many new labor-saving devices.
7 - is the home that gives you some privacy. You can do the things you want to do without being bothered.

Here you will find the answer to the question "What kind of home would I be happiest to live in?" Review this test. Count all the 1s you have circled; and write in the total beside number 1 in the list below. Then count the 2s circled and continue through the 10 numbers.

TOTALS

_____ 1 Beauty
_____ 2 Comfort
_____ 3 Convenience
_____ 4 Location
_____ 5 Health
_____ 6 Hobbies
_____ 7 Privacy
_____ 8 Safety
_____ 9 Friends
_____ 10 Economy

Now make a new list. Write the word having the highest number under "totals" in the first space below; the word with the next highest total in the second space; and continue until all 10 words are written. If there is a tie, write the words in order as you choose.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

I "Vant" to Be Alone

A teaching strategy designed to help students at the intermediate level examine the housing issues of personal space and privacy

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Analyze the effect of housing on privacy needs.

Be sensitive to the personal space requirements of people.

Generalization

Sensitivity to the needs of both self and others is a responsibility which enhances personal relationships.

Activities

Teachers may use the following activities to help students achieve the objectives.

- View the film Butterfly. Discuss the film, using such questions as:

  What did you notice most in the film?

  How did the film make you feel?

  Why do you think the crowding created that feeling?

  Are there other times in your life that you feel this way?

  What conclusions can you draw about the relationship between housing and human needs?

- To discover whether these conclusions are valid, students must interview from three to five people. They should attempt to survey men and women, adults and teenagers, working women, and women who do not work outside the home. The interviews could include such questions as:

  When you were little, did you ever want to be by yourself? What did you do?

  What do you do now when you feel the need for privacy?

  For those students with cars: If the energy crisis curtails your use of your car, what will you do when you want to be alone?

Do your parents ever need to be alone?

How do you feel when your need for privacy is not met? What do you do?

Examine the results of the survey. Answer such questions as:

Do many people feel a need for some privacy?

What is the difference in attitudes toward privacy between men and women? Youth and adults? Working women and women not gainfully employed?

How do people fulfill the need for privacy?

Do people seek privacy within the home or away from it?

- Refer to the conclusions drawn from the film Butterfly. Decide whether the conclusions were validated by the survey.
- Give each student hypothetical problems to solve. The problems should be realistic for the students in the community. They could include such situations as the following:

You have a little brother. You have just read the studies which say that how well a child does in school depends partially on whether or not he has a quiet study place, and your little brother does not have his own bedroom. How can you make sure your little brother has a suitable place in which to do his homework?

You live in a house which is very adequate for your family, but it is not large. Your older sister divorces and moves home with her three-year-old son. How can the family assure that those family members who so desire may have some privacy?

Your grandfather has just died. Your grandmother's only income is her Social Security spouse benefit. Because she cannot live independently on this small income, she must move into your home. This means you have to move into a bedroom with two siblings. Sometimes you would like to be alone. What do you do?

- Use activities in the J. C. Penney kit entitled Your Space and Mine . . . A Behavioral Approach to Environments to introduce the concept of personal space.

Evaluation

Give students additional problem-solving situations which involve families. Analyze their responses for sensitivity to the needs of all people involved.

RESOURCES

Butterfly (Film). Carousel Films, 8609 Willis Avenue, Panorama City, CA 91402.

Forum. Educational Relations, J. C. Penney Co., Inc., (Fall/Winter, 1974).

Hall, Edward. *The Hidden Dimension*. New York, N.Y.: Doubleday & Co., Inc., 1969.

Wedin, Carol, and L. Gertrude Nygren. *Housing Perspectives, Individuals and Families*. Minneapolis, Minn.: Burgess Publishing Company, 1976.

Your Space and Mine . . . A Behavioral Approach to Environments. Educational Relations, J. C. Penney Co., Inc., n.d.

Mass Media Messages[1]

An instructional strategy designed to assist the student at the intermediate level to read the messages sent by the media

Objectives

This instructional strategy is designed to help students develop the ability to analyze the human development and interpersonal relationship messages sent by the media which are important in their lives.

Generalizations

The process by which an individual acquires the customs and values of the surrounding culture is called socialization.

Socialization is a responsibility of the family but is shared by other agencies of society.

Individuals are socialized by many people and groups that could have a value system different from that of the family.

Activities

The teacher may use the following activities to help students achieve the objectives:

- As a pretest, ask students to list four "messages" sent to us by the mass media about interpersonal relationships and family life.
- Ask students to list the influences in their lives. Define socialization, and give students an opportunity to change the list of influences.
- Administer a brief mass media survey which includes such questions as:

  How many hours did you watch television on the last school day?

  How many hours did you watch television last weekend?

  List your three favorite television shows.

  To what radio stations did you listen yesterday? For how long?

  To how many records have you listened in the past week?

---

[1] This instructional strategy was adapted from a curriculum module developed by Claudia DeNure, Corcoran High School, Corcoran Unified School District.

List your three favorite songs.

(Choose the media to help students analyze that which the survey shows is important in their lives.)

- Ask students to bring to class recordings of their favorite songs. Examine what the song lyrics are saying about the four dilemmas posed in the Maximizing Human Potential content. The dilemmas are:

  Where do I stand on the continuum of concern for self and concern for others?

  How can I learn to accept the challenge of change while I retain the best of tradition?

  How much independence and how much interdependence will be a part of my life?

  What will be my balance between present and future orientation?

  Use a form such as the one below to analyze whether consistent themes appear in current music, and what messages are being sent.

Song titles	
Self/others	
Tradition/change	
Independence/ interdependence	
Present/future	

- Distribute a variety of types of magazines to the class. Have the students collect those magazine advertisements which imply that their product fulfills a human need. Display the ads. Have the students complete the activity included on page 97, identifying those human needs are displayed in advertising. Have the students decide whether the needs are the same or different and whether advertising addresses the need for self-actualization.

- Ask students to briefly summarize television advertisements broadcast during different types of viewing time; i.e., day time, prime time, Saturday morning cartoons, and so forth. Ask them to decide the following:

  Is there a difference between the types of products displayed?

  What is the difference between types of audiences expected?

  Are the messages concerning needs and values the same?

- Compare the magazine advertisements to television advertisements. Do the two types of advertisements represent the same types of values?

- To analyze television programming, either assign students specific television programs to watch, choose a program which most students view, or, if permission from the copyright holder is obtained, videotape a program for classroom viewing. Discuss such questions as:

  What models of family life are shown?

  Are examples of commitment and trust among family members shown?

  Is the program realistic?

  What decision-making patterns are revealed?

  Does television reward persistence and competence at tasks?

  Are the characters able to delay gratification?

  Is aggression controlled?

  Are the people shown learning to live with frustration?

  Is an attempt made to understand the feelings of other persons?

  Do the characters cooperate with each other?

  Do people learn to accept rules?

- Summarize the discussion by asking students to identify the five most important television messages concerning human development and interpersonal relationships. Decide whether these messages represent the same values as those held by students' families.

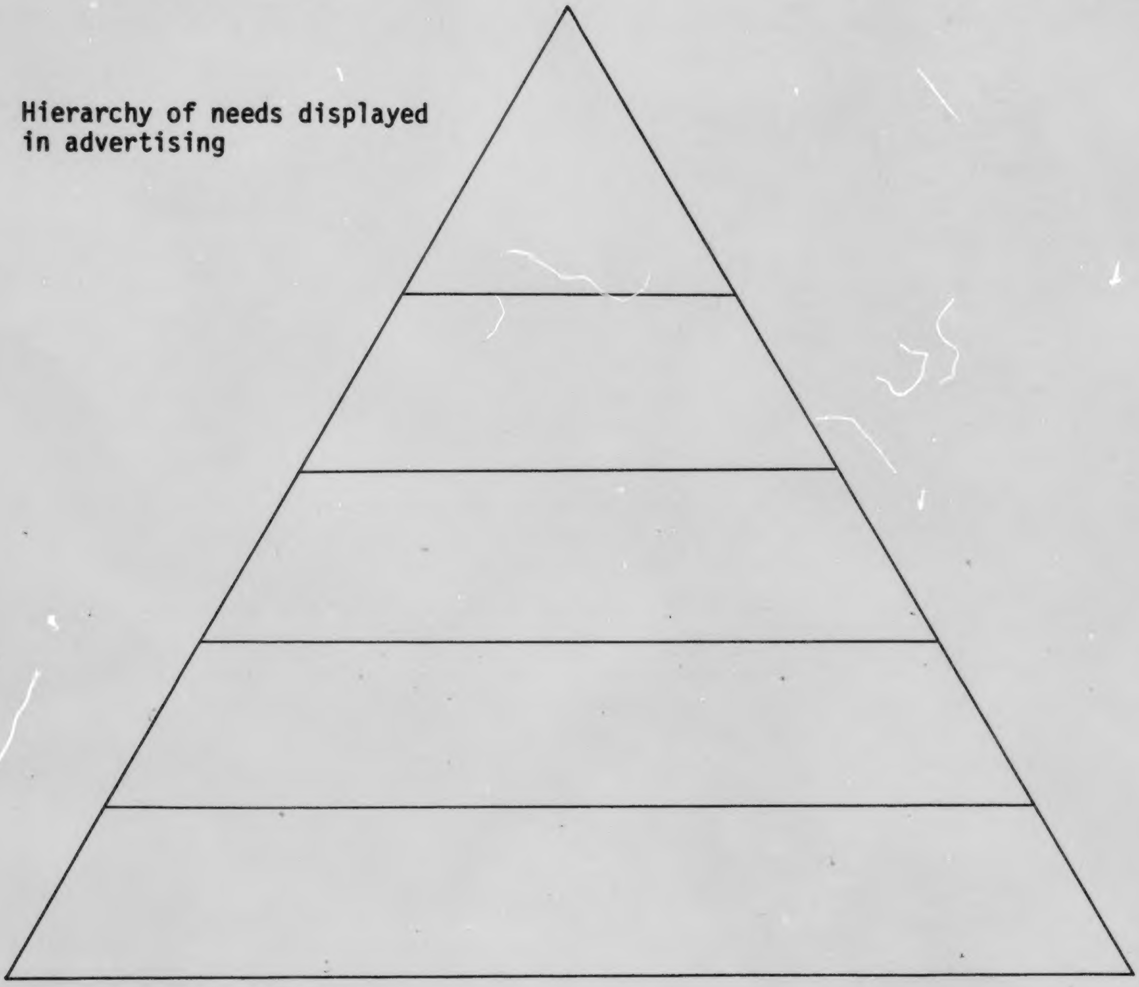
Evaluation

Repeat the pretest as a post-test evaluation. Compare the two evaluations.

What Is Self-Actualization?

Self-actualization is defined as one of the basic human needs; it is the need to become the most effective person a human being is capable of becoming with the potentialities he [illegible] she has. It is more easily explained through an understanding of its relationship to other human needs.

All human behavior is motivated by a desire for satisfaction of several different kinds of needs. These needs have been classified by Maslow[1] and ranked in order of most demanding (physiological) to the highest and ultimate need, which is for self-actualization. In the pyramid below, have students identify human needs that they see displayed in advertising. Then have them compare their lists with Maslow's classifications.


Hierarchy of needs displayed
in advertising

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[1] Abraham H. Maslow, Motivation and Personality (Second edition). New York, N.Y.: Harper & Row, Publishers, 1970, 51.

Neighbors and Neighborhoods[1]

An instructional strategy designed to help students at the advanced level to examine the important functions of neighbors and neighborhoods

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Describe ways in which human needs are met through interaction with others in their neighborhoods.

Display a sensitivity to the needs of others in neighborhoods.

Display readiness to assume personal responsibility in nonfamily groups.

Describe how life-styles of individuals and families may affect neighbors.

List resources a community should provide for its residents.

Develop a list of rights and responsibilities of a neighbor.

Generalizations

Individuals are linked to society through either formal or informal membership in groups outside the home.

> Individuals belong to nonfamily groups which may be either primary (neighborhoods or peers) or secondary (political, social, religious, educational, and philanthropic).

Individuals become members of such communities as neighborhoods, towns, states, and nations.

> Membership in communities often enables individuals to meet their own needs; in return they have the responsibility to assist in the solution of community problems.
>
> A difference exists between residing in a community and being a participating member of a community.

---

[1] This instructional strategy was adapted from a curriculum module developed by Ann Hoskins, J. F. Kennedy High School, Los Angeles Unified School District.

Activities

The teacher may use the following activities to help achieve the objectives:

- Read or tell students the story, Fuzzies: A Folk Fable for All Ages. Discuss such questions as the following:

  What happened in the Fuzzies story?

  What was your reaction to the story?

  Who was the witch in the story? What did she represent?

  What changes occurred in the valley after the witch's visit?

  Who is the good witch?

  Does this story have a moral?

  Does the story tell us anything about neighbors and neighborhoods?

- Show slides or pictures of various people who might live in local neighborhoods. Pictures should include a variety of ages, sexes, races, family types, and life-styles. Discuss the following:

  What do each of these people need or want from their neighborhood?

  What do each of these people have to contribute to a neighborhood?

- Have each student interview from three to five adults concerning their neighborhood. (Interview adults who were the decision makers with regard to housing location.) Possible questions for interviews include the following:

  Why did you choose to live here?

  Are you happy in this neighborhood? Why or why not?

  What makes a good neighborhood? (recreation, schools, shopping, safety, transportation, services, people)

- Have the students analyze the words to the theme song of the children's television show, "Mr. Roger's Neighborhood."

- Have the students brainstorm services a community might provide for its members.

- Divide the class into small groups, and have each group create a planned community as described on page 102.

- Invite a representative from a local planning agency to speak about providing for needs of a community and how the community makes decisions--particularly decisions that affect young people.

- Take a field trip into a neighborhood. A camera may be taken to record information. Be aware of the following:

  How is the community providing for the needs of this neighborhood?

  Can you find evidence of good neighbors? (Helping neighbors in some way, good yard maintenance, and so forth.)

Look for situations that offer an opportunity for students to be good neighbors.

- Investigate ways in which neighbors in the school community cooperate. Such methods of cooperation could include:

  Arranging for "Block Mothers"

  House-watching during vacations

  Exchanging services such as baby-sitting

  Co-op food buying

  Developing "Neighborhood Watch" teams in conjunction with the police department

- Collect newspaper clippings concerning infant or child neglect. A sample article is included on page 104. Share and discuss articles in class.

  Brainstorm the questions, "What are the signs that indicate that someone in my neighborhood needs help? What should you do?"

- Read and discuss excerpts from the magazine article "Who's Minding the Children," included on page 106.

- Through group discussion have the students develop a list of rights and responsibilities of a neighbor.

  Divide the class into two groups. Have one group develop a list of--"My Responsibilities to My Neighbor" and the other group develop a list of--"My Neighbors' Responsibilities to Me." Compare the lists.

Evaluation

The teacher can administer a pretest and post-test in which such questions as the following are asked:

What are your rights and responsibilities as a neighbor?

What can you expect a neighborhood to provide for its members?

Ask the students to answer the following questions:

1. What was the most interesting activity in this unit?
2. What made the activity interesting?
3. How could this class have been made more meaningful to you?
4. What can I do to make this class more useful for you?
5. What additional topics should have been included in this unit?
6. What could you have done to make this class more useful?
7. How useful has this unit been?

Very useful				Not at all useful
1	2	3	4	5

As an FHA-HERO chapter activity, members can decide upon an outreach program to meet neighborhood needs identified during the instructional strategy. Develop an action plan based on these needs and include who will do what for whom, when. Depending upon the neighborhood needs, the action plan could be accomplished by the members, using their own time and energy, or members may use researched information to influence others (i.e., city council) to take action.

RESOURCES

Lessor, Richard, Fuzzies: A Folk Fable for All Ages. Pennant Educational Materials, 4680 Alvarado Canyon Road, San Diego, CA 92120.

Creating a Planned Community

This simulation may be used to help the students to examine the group process and to consider needs of people in the community.

The simulation is designed for from eight to 12 participants, plus an observer who records group progress. Participants may sit around a table or in a circle on the floor.

The leader distributes brown yarn, green construction paper, blue yarn, blue construction paper, and scissors. These materials are to be given to the group one at a time and in the order listed here. Participants are to:

1. Form with the brown yarn the boundaries of a new development.
2. "Crumple" a mountain out of the green paper and place it in the development.
3. Use the blue yarn to symbolize a river.
4. Tear a lake from the blue paper and place it in the development.

Then, each participant is given a house (a 1" by 1" (2.5 cm x 2.5 cm) piece of brown paper) which he or she is to place in a location he or she sees as desirable. Participants must present rationale for their choices. The entire group must agree on house placement.

Individuals within the group are then given seven 2" by 2" (5 cm x 5 cm) squares of colored construction paper. The group task is to decide which commercial and civic buildings are necessary in a community which is approximately 40 miles (64 km) from a metropolitan area.

Closure may be achieved in this activity by doing the following:

Generalizing about needed services in a community

Examining the conclusions drawn by the observer

Comparing services available in one's community with an ideal community

The leader serves as a recorder to provide the group with individual comments which are to be evaluated. Student recorders may need to use the "Group Observation Form." The leader should maintain complete neutrality during group deliberations.

Group Observation Form

The major roles were played by: (Record the names of participants.)

Conformer/adapter ____________________ Organizer ____________________

Follower ______________________________ Obstructor __________________

Controller/influencer ________________ Avoider _____________________

The group reaction was: (Check any which apply to the group you observed.)

_____ They were friendly toward each other.

_____ Some people dominated the process.

_____ They didn't stick to the topic.

_____ They just couldn't agree.

_____ No one really listened to anyone else.

_____ They got irritated with each other.

_____ I feel they did the task well.

_____ Some people didn't say anything.

_____ Some people were always negative.

_____ They acted like a team.

In general, their listening skills were:

Neglect Trial Awakens Weber[1]

OGDEN--Troy Nicholson was only nineteen months old when he died last December of neglect and pneumonia, but he did not live his short life in vain.

Weber County has awakened to the potential child neglect situations that exist within its borders since Theresa Nicholson, twenty, was tried and convicted for second-degree murder in the death of her son.

That awareness was heightened again Monday when 2nd District Court Judge John F. Wahlquist sentenced her to five years to life in the Utah State Prison. Judge Wahlquist ordered the prison term despite a recommendation from the Utah State Hospital that she be placed in a nonprison program.

More than one spectator at her trial observed that there seemed to be no clear-cut villain in the case, that all participants were victims. Theresa Nicholson, born out of wedlock, reared first by elderly grandparents and then by her mother and an indifferent stepfather, had Troy and his twin, Travis, at age nineteen. In a few months her young husband was sent to Alaska with the Air Force for a year, and she was alone.

She became depressed. Everything was too much for her. She withdrew from her family and did less and less housework, less and less child care. And then one day she found Troy dead in her refuse-filled house, covered with sores, with maggots already crawling through his bowels.

Couldn't someone have helped?

A spokesman for the Protective Services Department of Utah State Division of Family Services said his agency has been busy taking telephone calls ever since Troy's fate hit the news media.

The worker, who asked that his name be kept confidential, said numerous people have contacted DFS. "They want to be involved," he said. "Some have offered to volunteer time, to raise money, or to become foster parents or provide shelter homes."

The public has become aware that withdrawal, isolation, and untidiness are danger signs, the protection worker said, and now they are calling for help for their neighbors who seem to be losing control of their lives.

Recently in one of Ogden's outlying towns, a neighbor intervened and may have saved three young children from consequences of their mother's mental state.

Noticing that a young service wife no longer came out of her apartment or received guests, the neighbor watched for an opportunity to speak to her. When he did, he noticed that her formerly tidy quarters looked as though she had abandoned any attempts at order.

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[1] From Deseret News, Salt Lake City, Utah, by Barbara Bernstein, staff writer.

He called DFS, and a worker went to the house with a policeman. Clutter, food, grease, and dirty laundry covered every surface. The children were still well-fed, but there was a mouse nest in their clothing chest.

The mother told the worker that her husband was away in the service. The same pattern emerged that workers learn to see in neglect situations. Lonely and depressed, she had had a falling out with her relatives. Chores went undone until the mere thought of the mountains of undone work caused worse depression.

From there on, it is usually a descending spiral until the children's care becomes too much to handle, and they suffer neglect.

In this case, DFS removed the children to temporary shelter homes where they were bathed and clothed. A homemaker came to help the mother with a two-day crash program of cleaning and laundering. The nearest family members were contacted, and they were glad to come and help.

By the third night the house was tidy and fresh; clean clothes lay in mouse-free drawers; and the children were back home sleeping between freshly-laundered sheets.

A homemaker will come back at least once a week for awhile, not as a servant, but as a teacher, to help the mother set up a chore schedule and keep her company while they cooperate on the chores.

The mother has been referred to mental health facilities for help with her depression and informed of other community programs she is eligible to go to for help.

The story could have had a bad ending for this mother and children, as it did for Mrs. Nicholson and Troy; but a neighbor's concern and an agency's prompt response have given this family a fresh start.

Officials said this is just one of several families aided lately by the new public concern for potential neglect victims like Troy Nicholson.

Who's Minding the Children?[1]

Isolation has set in. Each family is alone in the neighborhood, peering over fences and hedges to see only strangers. Grandparents, aunts, and uncles live in distant cities and are rarely seen. Even within the family, children come home to empty houses or, worse, houses full of people who don't care.

A science fiction story of the future? No, said Urie Bronfenbrenner at Brigham Young University's recent Sixth Annual Family Research Conference. That is a pretty accurate picture of much of America and some other parts of the world today.

How effectively are children's needs being met?

Not very effectively, Dr. Bronfenbrenner believes. It's getting worse. Even parents who want to do a good job at parenting simply can't seem to find the time.

Dr. Bronfenbrenner pointed out that in our urban society, more and more parents live on the freeway. An 8 a.m.-to-5 p.m. job often means leaving the house at 6:30 a.m. and getting home at 6:30 p.m. Not much of the day is left--and after the tension of commuting, there's little desire for those precious hours of "joint activity" with the children.

More and more mothers are working, either by choice or because divorce, widowhood, or financial problems have forced them to be the breadwinner of the family. Naturally, there are fewer hours in the day for the children.

Just as dangerous, according to Dr. Bronfenbrenner, is an attitude that in the last 15 years has caused terrible damage: the attitude of "Do your own thing," which actually boils down to "Me first." Broken families and "broken children" are symptoms of that selfishness.

A society of people who do their own thing is not a caring society. Such people do not make those desperately needed "irrational commitments" but look upon everything in life as disposable. Dr. Bronfenbrenner deplored the points of view that say, "Marriage isn't working? Don't fix it--just get a new one." "Children too demanding? Get a sitter."

There is no single "government intervention program that can solve all the problems" of America's children. Any solution must strike at the roots--and we need not wait for the government. People without professional training are the people with the real power to make those needed changes in children's lives, according to Dr. Bronfenbrenner: real help can come from the neighborhood and from the world of work.

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[1] Excerpted from Orson Scott Card, "Who's Minding the Children?" The Ensign, August, 1977; reprinted with permission.

The Neighborhood

In China Dr. Bronfenbrenner found that there were problems in every single aspect of life that makes a difference in raising children: poverty, terrible crowding, poor parental education, absence of both parents from the home. Yet the family was functioning; the children were growing up to be moral, reasonably happy people. "Why?" asked Dr. Bronfenbrenner, "The neighborhood." People dropped in all day, interacting with the children. Old people were actively involved in the little children's lives. No one was a stranger. Everybody cared.

Western societies used to have that kind of caring, involved neighborhood, too, Dr. Bronfenbrenner reminded. Why not now? Perhaps because we are more transient, he suggested--we know we won't be in the neighborhood very long; perhaps because we just don't have time to get involved with our own children, let alone somebody else's; perhaps because we're so busy "doing our own thing" that we can't be bothered to notice that the neighbors are alive.

But Dr. Bronfenbrenner urged that if we make it a point to get involved--to break down those compartments in our lives--the neighborhood could be re-established, not as a substitute for the family, but in support of the family. The child who comes home to an empty house because his mother has to work could still know that next door is someone who cares for him.

America: Still Strong

Dr. Bronfenbrenner's picture of America was not all problems; and one of America's special strengths is pragmatism. "If something doesn't work, we don't cling to it for old times' sake. It's back to the drawing board."

But now we need to apply ourselves to the problems, Dr. Bronfenbrenner said. We are often too isolated, too cut off from our neighbors, our neighborhoods cut off from each other, families cut off from the schools, from business, from government, and sadly, family members are often cut off from each other. In a sense we are the people in our lives, said Dr. Bronfenbrenner: If we are involved with few people, we become narrow ourselves.

And when we are asked, "Who cares for the children?" we should be able to answer, truthfully, "I do."

Threads[1]

An instructional strategy designed to help students at the intermediate level identify the social/psychological effects of clothing choices

Objectives

This instructional strategy should help students develop the ability to:

Accurately describe factors that cause peers to hold different clothing values.

Compare the effect of clothing values on interpersonal relationships.

Assess the degree to which they accept the clothing values of others.

Analyze the development of their own clothing values.

Generalizations

Human behavior is a response to personal and social needs.

- Needs are met through interaction with others.
- A positive self-concept is developed when individuals satisfy their needs.

Values are deep-seated individual and social beliefs which influence how we act.

- Individuals may hold different values because they were socialized at different periods of time and in different cultures.
- Needs and values contribute to a sense of personal identity.
- Values influence how time, money, and energy are expended.
- Multicultural appreciation requires recognizing the cultural sources of one's own values and understanding the values of a culture different from one's own.

Activities

Teachers may use the following activities to help students achieve the objectives:

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[1] This instructional strategy was adapted from a curriculum module developed by Winifred Walker, Etna High School, Etna Union High School District.

- Use the butcher paper/open-ended question technique as an introductory activity. Examples of open-ended questions which might be used are:

  Shoes are for protection and . . . .

  Some clothing items that attract attention are . . . .

  Groups at our school are identified with clothing symbols such as . . . .

  I like it when people wear . . . .

  I dislike it when people wear . . . .

  I feel good when my best friend is wearing . . . .

  Clothing can cause friendships to be . . . .

  I need clothing to . . . .

  I want my clothing to . . . .

  For four or five days before beginning the module, post one statement daily, and invite students to complete the statements. The teacher should compile the responses to evaluate student interest.

- Administer the pretest on page 119. The teacher should collect the test papers and keep them until the end of the unit.

- Use the activity sheet "Clothing Values" on page 112 as an effective opener to the examination of clothing values. The large-group discussion of this activity should include such questions as:

  How did you feel while you were completing this activity?

  While you were interviewing others, what did you discover about your own clothing values?

  What are the clothing values identified in this class?

  What are some additional clothing values that were not suggested by the interview?

- Discuss ways in which the following values could influence clothing choice:

  Conformity
  Freedom
  Acceptance
  Variety
  Loyalty
  Practicality
  Extravagance
  Beauty
  Economy
  Financial success
  Individuality
  Change

- Use the "Pick-a-Pocket" technique included on page 113 for individual work. Students can earn points by completing the activities of their choice. The number of assignments to be completed will depend upon the amount of time the teacher considers necessary to meet the objectives. If all assignments are not required of all students, large-group discussions or individual presentations must be planned. Suggested assignments are included on pages 114-117.

- Have the students read a clothing textbook or listen to a teacher presentation on personal needs that are satisfied by clothing.
- Discuss how the following social and psychological needs may be satisfied by clothing:

  Personal identity
  Group identity
  Self-esteem
  Adventure
  Recognition
  Artistic expression

- Have students work in small groups to make slides of magazine pictures that illustrate personal needs satisfied by clothing. If slide-making equipment is not available, a picture-display could be substituted. (The teacher could take pictures of students whose dress represents a variety of clothing styles.)

  Show the slides or pictures to the class. If slides are used, intersperse slides of local students without telling students this will be done. (Faces on teacher-made slides of local students may be blacked out.) Have the students complete the "Acceptance Scale" on page 118 as the pictures are presented.

  Have a large-group discussion of feelings as evidenced by the "Acceptance Scale" and possible causes of the variation in acceptance.

- Display all open-ended question posters, and give students the opportunity to change or add to their previous responses. The following discussion should be structured in accordance with the Taba Questioning Strategy:

  (Perception) What did you see? What happened?

  (Affective identification) What was your reaction to . . .?

  (Drawing inferences) Why do you think . . .?

  (Making generalizations) What conclusions can you draw . . .? What does it mean . . .?

  (Application) If . . ., then . . .? Suppose that . . .?

Evaluation

Administer the post-test. Have the students compare their own scores on the pretests and post-tests.

The teacher can compare results on the pretest with those of the post-test to determine whether (1) the unit requires changes; and (2) the objectives have been met.

RESOURCES

"Family Clothing." Edited by Billie Williamson. Tips and Topics in Home Economics. Vol. XIII, No. 1 (November, 1972).

Griffith, Jerry; Lynn E. Miner; and Twyla Strandberg. Classroom Projects Using Photography--Part II: For the Secondary School Level. Rochester, N.Y.: Eastman Kodak, 1975.

"Home Economics for the Seventies--Accent on Clothing." Edited by Mary Mathes. *Illinois Teacher*, Vol. XIV, No. 6 (July-August, 1971).

National Geographic and other magazines, 35 mm equipment and film. Student/teacher prepared slides or magazine pictures.

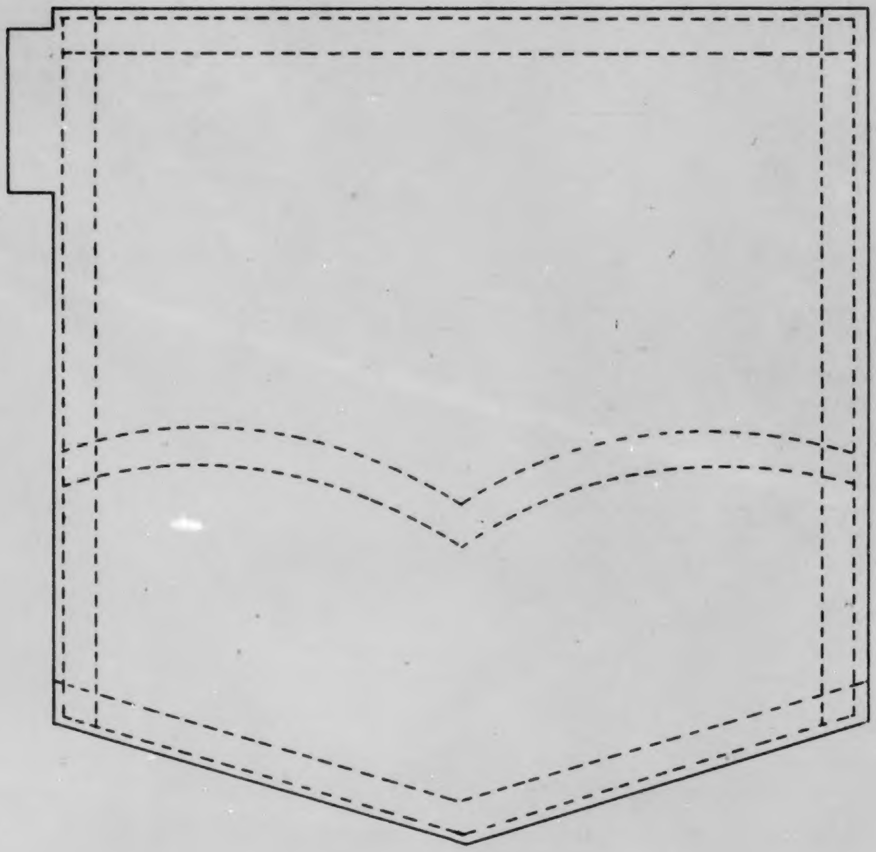
Clothing Values

Interview students in the class to find a person who fits one of the descriptions below. Place her or his name in the space provided. Try to fill all blanks without using one person more than twice.

Find a person who:

1. Has one outfit that makes him or her feel especially good __________
2. Thinks three pairs of shoes are enough for anyone __________
3. Has the same favorite clothing color that you do __________
4. Is a member of a family in which clothing is shared between members or passed from one member to the next __________
5. Has never worn a homemade garment __________
6. Owns a shirt that costs over $25 and wears the shirt for everyday wear __________
7. Has more than five pairs of shoes __________
8. Prefers to spend money on items other than clothing __________
9. Has worn rented clothing __________
10. Finds making one's own clothes satisfying __________
11. Likes and wears two or three accessories every day __________
12. Thinks men can and should wear necklaces __________
13. Has a mother or father who must wear special uniforms on her or his job __________
14. Agrees with you that a lady's skirt length should be __________ __________
15. Thinks a man looks good in pink __________
16. Thinks older women are in style in clothes designed for high school students __________
17. Is turned off by dirty clothes __________
18. Earns money by sewing __________
19. Thinks it is all right to wear the same shirt, pants, or dress more than once a week __________
20. Is wearing a clothing item that personally identifies him or her as an individual or as a member of a group (Name of item__________) __________

Pick-A-Pocket Pattern



"Pick-a-Pocket" Instructions

Daily work will be done by "pocket assignments," which you will find mounted on the bulletin board. You will be given class time to complete assignments. Turn in the assignments as you complete them.

The point value of each assignment is listed. The number of points earned depends not only on completing the entire assignment but also on how well answers are given and projects are done. Points will be deducted for poor utilization of time, for misuse of cards and equipment, and for disturbing the peace.

EXAMPLES OF "PICK-A-POCKET" ASSIGNMENTS

1. Needs and Wants - 5 pts.

If you had $100 to spend on clothing, what would you buy?

Would you spend the money for something you need or for something you just want?____________________ Explain:______________________________

____

2. Psychological or Social Needs - 10 pts.

Draw a cartoon that communicates one of the psychological or social needs for clothing. Staple to this sheet.

3. Clothing Needs Change - 10 pts.

What were/are your clothing needs as:

A baby - ____

____

A fifth grader - ______________________________________

____

A teenager -____

____

Explain why you think clothing needs change through the years:

4. Cultural Costumes - 15 pts.

After examining such resources as National Geographic, list four cultures that can be identified by their national or regional costumes. Briefly describe these costumes.

Name one culture in the United States that has a regional costume. Describe the costume.

5. Individuality in Dress - 5 pts.

List at least six factors that cause people to dress differently:

6. Clothing Costs - 5 pts.

Make a list of every piece of clothing you have on. Estimate the cost of each item. Total the cost.

Item	Estimated cost

Multiply this cost times the number of people in your family. Approximately how much money did members of your family spend on the clothing that they are wearing?

No. in family		Cost		Total for family
______	x	$ ______	=	$ ______

7. Group Identity Through Clothing - 5 pts.

Describe the clothing worn by members of a group to which you belong. Be sure to tell about items that distinguish your group from another group.

8. "Clothes Make the Man" - 15 pts.

With three other people, present a short debate to the class. Discuss the quotation "Clothes make the man." Two presentors should agree with the statement; two presentors should disagree. Each side should present evidence to support its view.

9. Color in Clothing - 5 pts.

Look around the room, and list all the colors found in clothing.

Which color is the most appealing? ______________ Why?

Which color do you dislike? ______________ Why?

In your own wardrobe, what colors predominate? ____________________
____

Do you think color can make a difference in the way a person feels? ______________ Explain your answer by relating an experience of your own.

Are people's moods indicated by the color of their clothing? __________ Explain your answer.

10. Your Clothing Image - 5 pts.

Analyze your own personal clothing image. Check the following qualities that are communicated by your clothing:

_____ Functional
_____ Very stylish
_____ Includes some of the latest fads
_____ Looks like $s have been spent
_____ Includes special items that identify me with a group
_____ Tight fit, never loose
_____ Conservative
_____ Liberated
_____ In conflict with my parents' ideas of appropriate dress
_____ Importance of accessories

List other qualities that are a part of your clothing image:

11. Your Clothing Speaks for You - 15 pts.

Write a paragraph, describing what your clothes communicate to others.

Ask two classmates who are your friends to describe what your clothes communicate to them. (Don't let them know your own answer. Attach their answers to your paragraph.)

List differences among the three descriptions:

Is your clothing communicating what you thought it was?

12. Influences on Clothing Choice - 5 pts.

List who or what influences your choice of clothing.

Acceptance Scale

For each picture shown, place an "X" on the scale. The position between least and most acceptable should indicate your personal acceptance of the clothing shown. There are no right or wrong answers. Every person will have different ratings.

Least acceptable — Most acceptable

_______________ 1. 1 2 3 4 5

_______________ 2. 1 2 3 4 5

_______________ 3. 1 2 3 4 5

_______________ 4. 1 2 3 4 5

_______________ 5. 1 2 3 4 5

_______________ 6. 1 2 3 4 5

_______________ 7. 1 2 3 4 5

_______________ 8. 1 2 3 4 5

_______________ 9. 1 2 3 4 5

_______________ 10. 1 2 3 4 5

_______________ 11. 1 2 3 4 5

_______________ 12. 1 2 3 4 5

_______________ 13. 1 2 3 4 5

_______________ 14. 1 2 3 4 5

_______________ 15. 1 2 3 4 5

New Clothing Values Pretest and Post-Test

1. Define the term "clothing values."

2. Identify three differences between your past and present clothing values.

3. Describe and give examples of four factors that influence peers to hold different clothing values.

4. Compare one positive and one negative effect of clothing values on interpersonal relationships.

5. Describe a specific situation, and analyze that situation in terms of how clothing values affect the acceptance of one person by another.

Without Words[1]

An instructional strategy designed to assist students at the intermediate level in examining nonverbal communication

Objectives

This instructional strategy should help students develop the ability to:

Analyze nonverbal communication.

Use nonverbal clues to encourage more accurate verbal messages.

Recognize when verbal and nonverbal messages are congruent.

Generalizations

Becoming sensitive to the needs and values of another person includes observing verbal and nonverbal behavior.

Although information is usually expressed in words, feelings may be expressed by voice tone and volume or nonverbally.

When verbal and nonverbal messages are contradictory, the listener tends to believe the nonverbal ones, although they are more difficult to perceive accurately.

The more verbal communication that occurs at the feeling level, the less one needs to rely on nonverbal messages.

Subcultural differences occur in the ways in which people communicate nonverbally as well as the ways in which they communicate verbally.

The physical distance (personal space) that one prefers to maintain from others varies among cultures.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- Have the students list all of the ways in which people communicate. When their lists are completed, have the students categorize their answers as follows:

    Place a ✓ by the methods they have used in the last 24 hours.

    Place a "V" by the methods that are verbal.

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[1] This instructional strategy was adapted from a curriculum module developed by Bonnie Rose, John W. North High School, Riverside Unified School District.

Place an "NV" by the methods that are nonverbal.

Place a "$" by the methods that cost money.

Place an "*" by the method they use most often.

Place an "A" by the method they feel most accurately conveys meaning.

Save the student lists for comparison purposes during the post-evaluation.

- Divide the class into small groups, and have the students compare their lists of methods of communication. During this activity, place a gummed label on each student's forehead in such a manner that the students do not know what their own labels say. These labels should have on them such statements as:

Like me.	Praise me.
Criticize me.	Ridicule me.
Listen to me.	Respect me.
Ignore me.	Interrupt me.

Ask students to react to each other in the manner suggested by the labels. After an appropriate period of time, have the students guess what their labels say.

Discuss the experience by asking such questions as:

How did this experience make you feel?

How did group members convey their feelings to you?

When have you used these techniques in conveying your feelings to friends and/or family?

From what nonverbal behaviors (body posture and position, body movement, facial expressions, distance between people, or touch) did you receive clues regarding the message on your label?

- Without turning on the sound, show a film that depicts much interaction between people. Ask students to watch for examples of the nonverbal behaviors that were identified during the previous activity. Ask students to write a summary of the film and draw conclusions regarding the characters. Replay the film with the sound on. Have students examine their original summaries and characterizations. Decide the following:

Were our perceptions based on nonverbal behavior correct?

Which of the nonverbal behaviors gave us the most accurate clues?

What nonverbal behaviors that have specific meaning could you identify?

What nonverbal behaviors that express emotions could you identify?

What conclusions can you draw about nonverbal behavior?

- Ask foreign students or students who have lived in other countries to discuss cultural differences in nonverbal communication. Ask their opinion about studies which say that while gestures may differ among cultures, facial expressions which express certain emotions appear to be universal. These emotions appear to be:

  Interest Surprise
  Fear Happiness
  Disgust Sadness
  Anger

- Distribute pictures or cartoons in which nonverbal behaviors illustrate one message. Have the students write captions in which verbal and nonverbal messages are contradictory, or give students such pictures for which the teacher has written a caption that is incongruent. Discuss the messages revealed in the illustrations. Ask such questions as:

  What is the difference between the verbal and nonverbal messages?

  Have you tried to communicate with someone and the verbal and nonverbal messages did not agree?

  Which nonverbal behaviors are learned, and which nonverbal behaviors appear to be an unconscious expression of feelings?

- Have the students use the activities in the J. C. Penney kit entitled Your Space and Mine . . . A Behavioral Approach to Environments to study about personal space.
- View the filmstrip Body Language. Decide whether the concepts developed by the filmstrip agree with students' experiences.
- Have students ask their friends: "Have I ever said anything you didn't think I meant? Why didn't you believe what I said?" Discuss these individual interviews as a group, and decide whether the following point was revealed:

  When verbal and nonverbal messages do not agree, people tend to believe the nonverbal.

- Discuss the questions: Does our nonverbal behavior make people distrust us? If so, how can we learn to communicate verbally to create trust among people?

Evaluation

Have students repeat the pretest. Compare the two tests to learn whether students are more aware of the different types of nonverbal communication.

Show students pictures for which some captions are congruent with the nonverbal messages and some are incongruent. Determine whether students can identify the differences.

Using a fishbowl-evaluation technique, ask students to role-play how one can clarify nonverbal messages. (See page 138 for fishbowl-evaluation directions.)

RESOURCES

Body Language (Filmstrip). Multi-Media Productions, Inc., P. O. Box 5097, Stanford, CA 94305.

Fast, Julius. *Body Language*. New York, N.Y.: M. Evans and Co., Inc., 1970.

Jourard, Sidney. *The Transparent Self*. New York, N.Y.: Van Nostrand Co., 1971.

Johnson, David. *Reaching Out*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Millar, Dan P., and Frank E. Millar. *Messages and Myths*. New York, N.Y.: Alfred Publishing Co., 1976.

Thompson, James. *Beyond Words: Nonverbal Communication in the Classroom*. Englewood Cliffs, N.J.: Citation Press, 1973.

Why Do You Like to Eat?

An instructional sequence designed to help students at the intermediate level understand how food becomes associated with psychological meanings

Objectives

This instructional sequence should help students develop the ability to:

Be aware that their behavior toward food is caused.

Identify what they learn about food from their families.

Analyze the development of their own food values and associations.

Analyze stereotypic words and phrases about food.

Determine how peer pressure and group opinion influence food choices.

Discriminate between positive and negative food values and associations.

Generalizations

Personal psychological needs that are related to food include love, recognition, adventure, and security.

Sensitivity to one's own psychological needs that are related to food enhances understanding of food values and associations.

Food socialization is a responsibility of the family but is shared by various agencies of society.

Activities

The teacher may choose from the following activities to help achieve the objectives:

- Give "Opinionnaire on Food Values," page 127, as a pretest and posttest to determine the effectiveness of the instructional sequence.
- Discuss how food becomes associated with psychological meanings. Use the activities in "The Meaning of Food," included on page 129, and "How Food Meanings Develop" on page 131.
- Give students a list of from eight to ten statements about food habits that reflect values and associations toward food; e.g., "Eating some-

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[1] This instructional strategy was adapted from curriculum modules developed by Karen Bego, Westminster High School, Huntington Beach Union High School District, and Janice Tomita, John F. Kennedy High School, Los Angeles Unified School District.

thing while watching TV or a movie," "Giving a sweet as a reward for good behavior," "Eating when there's nothing else to do," and so forth. Have students work in small groups to brainstorm how these habits became established, their effect on health and nutrition, and ways to improve eating habits.

- Ask students to analyze their own food habits and associations and to identify two specific habits they would like to change. Give students from two to three weeks to concentrate on changing those habits. Use "Changing Food Habits -- A Home Experience," which is on page 133.
- Have students define "hunger" and "appetite" and discuss how much we eat because of actual physical hunger, how much we eat because of psychological appetite, and how much we eat because of a combination of the two.
- Have groups of four or five students compete in listing idioms or phrases related to food, such as "peachy keen," "bread" (money), "he's a bad apple," "I'm going bananas," or "it's a piece of cake." Each group should write its phrases on a paper suitable for display in the classroom. Have the students compare the lists and speculate on the origins of the phrases and how they might affect values and associations toward food.
- On a sheet of paper, have students list five specific foods in answer to each of the following questions. What are the most healthful foods you like? What would you think an eight year old's favorite foods would be? A man's? A woman's? What foods do you think most people dislike? In small groups have students compare their answers for similarities and differences between lists. Why do these similarities and differences exist? What eating patterns do they suggest? What cultural heritage do they reflect?
- Ask students to keep a week's diary of their feelings when eating. Analyze these, using such questions as: "When did I eat because I was really hungry?" "When did I eat for emotional reasons?" "When did I eat mainly because others were eating?" "When did I eat more than I really wanted?" "When did I eat the wrong kinds of food?" "When did I not eat when I really should have?"
- Invite to class a speaker from an organization that helps people with weight loss. Ask the speaker to concentrate on emotional dependency on food. If a speaker is unavailable, the teacher or a student may role-play how people become overweight and what it is like to be overweight. Be sensitive to the feelings of any students in the class who may be overweight. Students may be interested in exploring such questions as: "Do fat babies become fat adults?" "How does weight affect health?" "What are some psychological reasons why people overeat?" "Can an overweight person suffer from malnutrition?" "Why do so many people gain and lose the same 10 lbs. (4.5 kg)?" "What are the stereotypes of overweight persons?" "What are various cultural attitudes toward being overweight?" "How might being overweight affect self-concept?" "How might being overweight affect relationships with others?"
- Have a student or small group of students investigate the disease "anorexia nervosa" and report back to the class. Include questions similar to the ones above.

- Discuss how the food values and associations of a few people in a class can affect the response of other members of the class in a foods lab situation (including responses involving facial expressions, sounds, and comments).
- Make a videotape of a variety of TV commercials, especially those aimed at children. Analyze these for the messages they give about food, such as "magical properties," "they make you popular," "others will think you're a good cook," and so forth. What values do these commercials transmit? What is the relationship between media values and demands of children? Adults?

Evaluation

Readminister "Opinionnaire on Food Values." Have the students review their pretests and post-tests to determine the number of answers that remained the same and the number that changed. What percent of change is reflected? Each student should analyze what factors influenced the changes or lack of change in attitudes. Rate these analyses in accordance with the depth of understanding of the students' own food values and associations that is reflected.

Use "Changing Food Habits -- A Home Experience" to evaluate internalization of information from this unit.

RESOURCES

Illinois Teacher of Home Economics, Vol. XIX, No. 4 (March-April, 1976).

Katz, Deborah, and Mary T. Goodwin. Food: Where Nutrition, Politics and Culture Meet. Washington, D.C.: Center for Science in the Public Interest, 1976.

Kirschenbaum, Howard, and Sidney B. Simon. Readings in Values Clarification. Minneapolis, Minn.: Winston Press, 1973.

McWilliams, Margaret, and Linda Davis. Food for You. Lexington, Mass.: Ginn and Co., 1971.

Nutrition--What's in It for You (Multi-Media Kit). Educational Relations J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019.

FHA-HERO chapter members can work with school lunch personnel to develop a junk food display to be exhibited in the school cafeteria or campus eating area. Such a display could include:

A media presentation

Posters

Food models

This display could be moved to other community sites such as libraries or the county or district fair or entered in an FHA-HERO Competitive Recognition Event.

Opinionnaire on Food Values

SD = Sometimes disagree
D = Disagree
A = Agree
SA = Sometimes agree

SD D A SA 1. Children should learn to clean their plates.

SD D A SA 2. I sometimes eat just because I'm bored.

SD D A SA 3. I would serve a chicken salad to my boyfriend/girlfriend for dinner.

SD D A SA 4. I often reward myself with my favorite food when I have accomplished something important.

SD D A SA 5. The adults I know like to see babies who are nice and plump.

SD D A SA 6. When I am with my friends, I often eat the same foods they eat.

SD D A SA 7. I would serve expensive food to my friends at dinner.

SD D A SA 8. Giving a baby something to eat is a good way to keep it from crying.

SD D A SA 9. A good way to punish a child is to send him or her to bed without dinner.

SD D A SA 10. When I am at a restaurant with a group of friends, I often wait to see what the others order before I make my selection.

SD D A SA 11. I eat more when I am alone than when I am with others.

SD D A SA 12. Food is given to express love.

SD D A SA 13. My favorite foods are either sweet or salty.

SD D A SA 14. When I'm unhappy or lonely, I sometimes eat when I'm not really hungry.

SD D A SA 15. If I have no one to eat a meal with me, I will usually just snack.

SD D A SA 16. I like to eat.

SD D A SA 17. I eat only when I am hungry.

SD D A SA 18. I really dislike at least one food because my parents made me eat it.

SD D A SA 19. I often feel guilty when I eat.

SD D A SA 20. I love trying new and unusual foods.

SD D A SA 21. I like homemade foods better than foods prepared in a restaurant.

SD D A SA 22. Certain foods are important to me because of my ethnic, religious, or regional background.

SD D A SA 23. The most important consideration in selection of foods is the nutritive value.

Post-test (student scored)

Number of items answered the same as on pretest _____

Number of items for which a different answer was given _____

Percent of change _____

What factors influenced the fact that some of your answers on the post-test were the same as your answers on the pretest?

The Meaning of Food[1]

You will be shown pictures of different foods. From the list below, record the word which you most closely associate with the picture.

Hunger
Pastime
Comfort
Home
Love
Friendship
Celebration
Memories
Unusual
Strength
Prestige or status

Tradition
Ethnic
Creativity
Convenience
Cheap
Luxury
Poverty
Disgust
Fad
Excitement or adventure
Health

Refreshing
Rejection or punishment
Babies
Children
Teenagers
Men
Women
Reward
Convalescence
Religion
Diet or fattening

Picture	Word associated with picture

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[1] Adapted from Illinois Teacher of Home Economics, Vol. XIX, No. 4 (March-April, 1976), 200.

Discussion Questions

1. Why do various people respond differently to the same foods?
2. Are any of the food associations interfering with good eating habits?
3. What has caused the negative response to a particular food? Is the reason for the negative response still valid when examined more rationally or in light of what you know today?
4. Are any of our emotional uses of food or negative associations with foods influencing the eating habits of other people (e.g., younger brothers or sisters or friends)?
5. Is this reason enough to try to become more rational about our food habits?

How Food Meanings Develop[1]

Center on a poster, transparency, or chalkboard a picture of an infant or young child. Place around the infant words that convey an attitude about or association with or emotional use of food. Add the words one at a time, giving everyday, real-life examples of how food takes on a particular meaning or use. For example:

> "A baby boy learns to associate food with security when his hunger cries bring someone who cuddles and feeds him, thus relieving his hunger, warming him, and making him feel cared for." (Place the word "security" on at this time.)
>
> "He learns to use food as a comforter or crutch if every time he skins a knee or the neighborhood children refuse to play with him, his mother takes him in and soothes his wounds with candy and cookies."

The teacher may give the examples to illustrate the point, or he or she may solicit examples from the learners; e.g., "How do we learn to use food as a comforter or crutch?"

Some food meanings and how they may develop are outlined below:

Food meanings	Examples of how meanings develop
Security	When an infant boy cries, someone feeds him, cuddles him, and makes him feel cared for. Food represents the security of being cared for.
Pacifier	If every time a child cries he or she is given food, whether or not the cry is a hunger cry, food becomes a pacifier.
Experimentation	A child learning about his or her environment loves to feel, smell, and play with food (may be very frustrating to parents but is a natural developmental phase for the child).
Weapon	A child soon learns that at an age when he or she has little control over his or her environment, he or she can use food as a weapon of revenge or to get attention--by refusing to eat, demanding food, or throwing food.
Punishment	Parents who withdraw food (e.g., no dessert for bad behavior or going to bed without supper) teach this meaning of food.
Reward	Food is often given to reward accomplishment or good behavior. (Unfortunately, sweets are the most widely used food reward.)
Independence	A child may use food as a way to express independence and individuality (e.g., develops own likes and dislikes; in teen years rejects family food patterns).

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[1] Adapted from Illinois Teacher of Home Economics, Vol. XIX, No. 4 (March-April, 1976), 200-202.

Love	Food is given to express love (e.g., Valentine chocolates; or mother saying, "Don't you like Mommy's dinner," conveying the idea that to reject Mommy's food is to reject Mommy). Child learns to give and eat food to show love.
Comforter	A child who skins his or her knees or is rejected by other children and who is comforted and consoled with cookies or candy learns to associate eating as a way to handle life's problems.
Crutch	Food is used to relieve boredom or loneliness, to handle anxiety or disappointment or unhappiness. In other words food becomes a substitute or crutch to cope with unhappiness in one's personal life.
Fear	An unappy, traumatic experience with a food, such as becoming sick, may cause a child to fear eating that food in the future.
Approval	Eating the favored foods of one's peer group or "cleaning the plate" for Mommy may be used as a means to win approval and acceptance.
Status	Serving or eating exotic or gourmet or expensive foods may be done to impress others with one's worldliness or wealth.
Creativity	Food preparation may be used by some people as an outlet for self-expression in the same way that other people use crafts and hobbies.

Group discussion can evolve around such issues as:

Which of these meanings are positive, and which have negative influences on food habits?

What can be done to foster better attitudes?

Which of these influences are having an impact on your current eating habits?

What else, other than food, could be used as rewards, comforters, symbols of love, and so forth?

Changing Food Habits--A Home Experience

Identify two specific aspects of your own food habits and associations that you would like to concentrate on changing during the next two or three weeks. When you feel that you have made progress on this project, you may ask for this evaluation sheet again.

The two food habits I would like to change are:

1. ______________________________
2. ______________________________

Pretest		Post-test
Will it?		Did it?
_____	1. Improve my health.	_____
_____	2. Help me get along better with my family.	_____
_____	3. Improve my appearance.	_____
_____	4. Make me feel better about myself.	_____
_____	5. Give me extra willpower to change.	_____
_____	6. Make me realize that I can do something if I want to.	_____
_____	7. Other ______________________	_____

Post-test

1. What was the hardest part of this experience?
2. What was the easiest part of this experience?
3. What did you learn about your own food habits?
4. Do you think you really will be able to make any long-term changes?

"Ya Gotta Copy"--Clear Communications[1]

An instructional sequence designed to help students at the intermediate level become more effective in sending and receiving messages

Objectives

This instructional sequence is designed to help students develop the ability to do the following:

Evaluate their own communication skills.

Demonstrate the skills of sending, listening, and feedback.

Recognize where communication is strongest; and identify communication problems in the family.

Practice effective communication when interacting with others.

Generalizations

Effective communication leads to more meaningful interpersonal relationships.

Communication occurs whenever two or more people interact.

Active communication depends upon active listening, which involves creating a receptive atmosphere and clarifying ambiguous messages through the process of restatement.

Activities

The teacher may use the following activities to help achieve the objectives:

- Administer the "Interpersonal Communication Inventory" included on pages 141-144. Retain the inventory until the end of the sequence so it may be used as an evaluation.
- Have the students respond to the statements in "Talking About Talking" on page 146. Ask the students to respond to the statements individually and then with another class member discuss those items with which they agree or disagree. If the pair can agree on the statements, have them record their responses on the record sheet.

  Ask each pair of students to join with another pair to form a team of four and repeat the process.

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[1] This instructional sequence was adapted from a curriculum module developed by Bonnie Rose, John W. North High School, Riverside Unified School District.

Discuss "Talking About Talking" with the entire class. Ask the students to answer the questions at the bottom of the sheet.

- View the film Listening Beyond Words. Focus the discussion on the question, "What incident in the film reminds you most of yourself?"
- Use the "Duo-Dialogue Communication Booklet" on pages 147-151 to demonstrate the importance of listening.
- Have the students take part in the "Floor Plan" activity. Instructions are as follows:

> Draw a floor plan of the house of your childhood. If you lived in more than one house, select the one you remember best. Include outside areas if you wish; label the parts if you want to. Don't worry about proportion or scale. Take about ten minutes to complete the drawing.
>
> Find a person near you to be your partner. The activity includes two roles: the "teller" and the "listener." Halfway through this activity, the participants will switch roles.
>
> "Listener": This person helps the "teller" talk about his or her house plan, encouraging him or her to describe the building, the rooms, the events that occurred, and the feelings that are remembered. The listener tries to be receptive, supportive, attentive, and interested but not judgmental, aggressive, or pushy. The listener wants to make the activity a good experience for his or her partner.
>
> "Teller": The teller simply responds as he or she feels. He or she is in no way obliged to say anything he or she does not wish to say. In fact, if the teller is obliged to do anything, it is to be honest in his or her response to the listener and the situation in general.
>
> After ten minutes, the partners switch roles and proceed for another ten minutes. The floor plan in question is always that of the teller.
>
> Discuss the "Floor Plan" activity by asking such questions as:
>
> > What was it like to have someone listen intently to you?
> >
> > How did it feel to be a complete and unquestioned expert on something?
> >
> > While you were the teller, did you learn anything about yourself?
> >
> > While your partner was the teller, did you learn anything about yourself?
> >
> > How did it feel to be asking about something without being expected to know anything?

What did your partner do that was most helpful to you while you were remembering and telling?

Were there some things you remembered that you just couldn't put into words?

Did you sense a changing attitude toward your partner during this experiment?

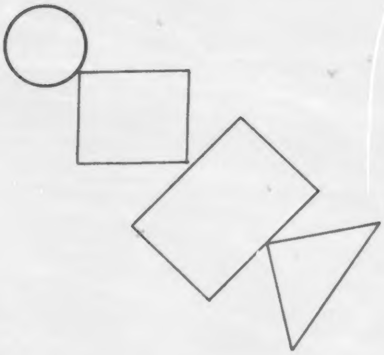
While you were telling, were you particularly aware of the thoughts and feelings of your partner?

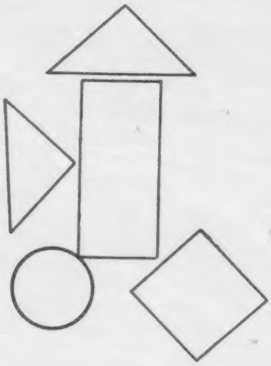
- To show the importance of exact expression and of feedback, conduct a feedback demonstration. This may be accomplished in pairs or with one sender and the remaining class members as receivers. Instructions are:

  Give the sender a diagram such as the illustrations below. The sender is to describe the diagram, using verbal expression only. The receivers are to draw the diagram as described by the sender. Receivers may not ask questions during the process.

  Repeat the process with either the same or a different diagram. This time the receivers may ask questions.

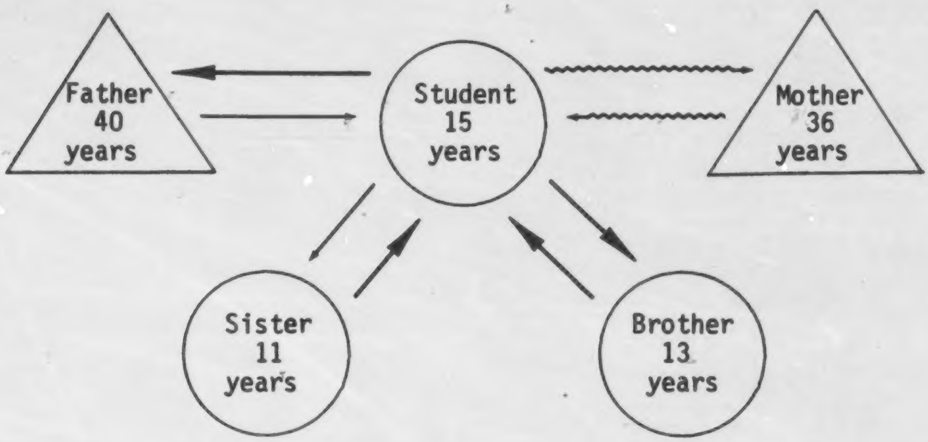
  The next time the exercise is repeated, nonverbal gestures may be allowed.





- Ask the students to complete a Family Communication Sociogram[1] by drawing a sketch of the family. Have them put themselves in the center and the other members of their family around them. Use circles for children and triangles for parents or other adults. The students are to draw an arrow from themselves to each family member and an arrow from each family member to themselves to indicate the strength of communication. A large arrow means strong communication, a thin arrow means moderate communication, and a wiggly arrow means conflict. Study the diagram, and think about possible reasons for the type of communication based on age and sex.

  Example:



  What are probable reasons for the different types of communication?

  What are the probable types of communication between other family members?

  Under what circumstances might conflicts decrease?

  Is it possible or even necessary or even desirable to have strong lines of communication with everyone?

  After the students have drawn a sociogram with themselves in the center, have them draw a separate sociogram for each member of the family with that member in the center. Study of the sociograms for the entire family should help students to begin to understand more about the dynamics of the entire family. Have the students ask the same four questions about all the relationships between various family members.

  How do you think another member of your family would have drawn the lines of communication, and why? If possible, have others in your family draw these sociograms as they see them, and then compare the sociograms. This exchange could start some communication in your family. Be selective in the timing of asking others in the family to participate.

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[1] From Richard Klemer and Rebecca M. Smith. Teaching About Family Relationships. Minneapolis, Minn.: Burgess Publishing Co., 1975, 159-160; reprinted with permission.

- Have the students play the "Family Communication Game" included on pages 152-155
- To give the groups additional opportunity to put into practice the ideas of effective sending, listening, feedback, and congruence, use a "fishbowl discussion" centering on an emotion-laden subject. Example: Should a child-rearing license be required before a person can become a parent? What are the five worst sins a marriage partner can commit?

The room should be arranged with a small circle of six chairs inside a circle of the remaining chairs.

The procedure should be carefully explained to the class.

For five minutes review by discussing the topics explored in this sequence. Ask students to use the ideas during today's experience.

Explain the ground rules of the fishbowl discussion. Participants will be given an emotion-laden topic to discuss. They must try to reach conclusions regarding the topic.

From time to time a participant will leave the fishbowl, and another will take his or her place. Under no circumstances may a person become a permanent member of the fishbowl.

A person leaves the fishbowl when someone from the outer circle stands behind his or her chair. The seated person may finish speaking and receive whatever response his or her comments produce but then must give the place to the person standing behind him or her and go to a vacant chair in the outer circle.

To minimize distraction and maintain continuity in the discussion, only two persons at a time will be allowed to stand behind someone to await being seated.

The leader will terminate the process when he or she considers the task to be completed.

Call for six volunteers, and ask them to take seats in the fishbowl. Then, introduce the topic for discussion, emphasizing that the group must try to come to agreement.

Save enough time at the end of the activity for students to reflect upon the communication and interaction that occurred. Do this by calling time on the present discussion and having everyone move back to the outer circle. Have students answer these questions:

1. What happened in this discussion today?
2. What feelings were evident? What were the nonverbal messages?
3. How much and how well did we use the ideas of communication during the discussion today?

4. How well did I use the ideas of communication during discussion?
5. How could I use these communication skills to enhance relationships in a future family?

Evaluation

Readminister the "Interpersonal Communication Inventory," and return to students the inventory which they completed at the beginning of the sequence. Have the students compare their two sets of answers.

Teacher observation of discussions among students appears to be an appropriate evaluation of this sequence.

RESOURCES

Johnson, David. *Reaching Out*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Listening Beyond Words (Film). Brigham Young University, Media-Marketing, W-STAD, Provo, UT 84602.

Millar, Dan P., and Frank E. Millar. *Messages and Myths*. New York, N.Y.: Alfred Publishing Co., Inc., 1976.

Miller, Sherod; Elam Nunnally; and Daniel Wackman. *Alive and Aware*. Minneapolis, Minn.: Interpersonal Communications Programs, Inc., 1975.

Student Evaluation

Have the students complete the following end-of-the-strategy evaluation:

> Your suggestions are needed to improve this unit for next year's class.
>
> Please rate each of the activities as follows:
>
> 1--Definitely leave in this activity. It is very useful.
>
> 2--Leave this activity in if you have plenty of time.
>
> 3--Probably leave this activity out.
>
> 4--Definitely leave this activity out. I did not find it useful.
>
> 5--Sorry, I was absent when the class did this.

__________ Interpersonal Communication Inventory

__________ Talking About Talking

__________ Listening Beyond Words

__________ Duo-Dialogue Communication Booklet

__________ Floor Plan

__________ Feedback Demonstration

__________ Family Communication Sociogram

__________ Family Communication Game

Interpersonal Communication Inventory[1]

Millard J. Bienvenu, Sr.

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities. You will find it both interesting and helpful to make this study.

Directions

- The questions refer to persons other than your family members or relatives.
- Please answer each question as quickly as you can according to the way you feel at the moment (not the way you usually feel or felt last week).
- Please do not consult anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change any answer during or after this discussion.
- Honest answers are very necessary. Please be as frank as possible, since your answers are confidential.
- Use the following examples for practice. Put a check (✓) in one of the three blanks on the right to show how the question applies to your situation.

	Yes (usually)	No (seldom)	Sometimes
Is it easy for you to express your views to others?	____	____	____
Do others listen to your point of view?	____	____	____

- The Yes column is to be used when the question can be answered as happening most of the time or usually. The No column is to be used when the question can be answered as seldom or never.

  The Sometimes column should be marked when you definitely cannot answer yes or no. Use this column as little as possible.
- Read each question carefully. If you cannot give the exact answer to a question, answer the best you can, but be sure to answer each one. There are no right or wrong answers. Answer according to the way you feel at the present time. Remember, do not refer to family members in answering the questions.

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[1] Copyright 1969 by Millard J. Bienvenu, Sr. Reprinted with permission of the author.

	Yes (usually)	No (seldom)	Sometimes
1. Do your words come out the way you would like them to in conversation?	_____	_____	_____
2. When you are asked a question that is not clear, do you ask the person to explain what he or she means?	_____	_____	_____
3. When you are trying to explain something, do other persons have a tendency to put words in your mouth?	_____	_____	_____
4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?	_____	_____	_____
5. Do you ever ask the other person to tell you how he or she feels about the point you may be trying to make?	_____	_____	_____
6. Is it difficult for you to talk with other people?	_____	_____	_____
7. In conversation, do you talk about things which are of interest to both you and the other person?	_____	_____	_____
8. Do you find it difficult to express your ideas when they differ from those discussed around you?	_____	_____	_____
9. In conversation, do you try to put yourself in the other person's shoes?	_____	_____	_____
10. In conversation, do you have a tendency to do more talking than the other person?	_____	_____	_____
11. Are you aware of how your tone of voice may affect others?	_____	_____	_____
12. Do you refrain from saying something that you know will only hurt others or make matters worse?	_____	_____	_____
13. Is it difficult to accept constructive criticism from others?	_____	_____	_____

		Yes (usually)	No (seldom)	Sometimes
14.	When someone has hurt your feelings, do you discuss this with him or her?	____	____	____
15.	Do you later apologize to someone whose feelings you may have hurt?	____	____	____
16.	Does it upset you a great deal when someone disagrees with you?	____	____	____
17.	Do you find it difficult to think clearly when you are angry with someone?	____	____	____
18.	Do you fail to disagree with others because you are afraid they will get angry?	____	____	____
19.	When a problem arises between you and another person, can you discuss it without getting angry?	____	____	____
20.	Are you satisfied with the way you settle your differences with others?	____	____	____
21.	Do you pout and sulk for a long time when someone upsets you?	____	____	____
22.	Do you become very uneasy when someone pays you a compliment?	____	____	____
23.	Generally, are you able to trust other individuals?	____	____	____
24.	Do you find it difficult to compliment and praise others?	____	____	____
25.	Do you deliberately try to conceal your faults from others?	____	____	____
26.	Do you help others to understand you by saying how you think, feel, and believe?	____	____	____
27.	Is it difficult for you to confide in people?	____	____	____
28.	Do you have a tendency to change the subject when your feelings enter into a discussion?	____	____	____
29.	In conversation, do you let the other person finish talking before reacting to what he or she says?	____	____	____

	Yes (usually)	No (seldom)	Some-times
30. Do you find yourself not paying attention while in conversation with others?			
31. Do you ever try to listen for meaning when someone is talking?			
32. Do others seem to be listening when you are talking?			
33. In a discussion is it difficult for you to see things from the other person's point of view?			
34. Do you pretend you are listening to others when actually you are not?			
35. In conversation, can you tell the difference between what a person is saying and what he or she may be feeling?			
36. While speaking, are you aware of how others are reacting to what you are saying?			
37. Do you feel that other people wish you were a different kind of person?			
38. Do other people understand your feelings?			
39. Do others remark that you always seem to think you are right?			
40. Do you admit that you are wrong when you know that you are wrong about something?			

Total score ☐

INTERPERSONAL COMMUNICATION INVENTORY
SCORING KEY AND NORMS

Look at how you responded to each item in the ICI. In front of the item, write the appropriate weight from the table on this page. For example, if you answered "Yes" to item 1, you would find below that you get three points; write the number 3 in front of item 1 in the inventory, and proceed to score item 2. When you have finished scoring each of the 40 items, add up your total score. You may wish to compare your score to the norms listed below.

	Yes	No	Sometimes		Yes	No	Sometimes		Yes	No	Sometimes
1.	3	0	2	15.	3	0	2	28.	0	3	1
2.	3	0	2	16.	0	3	1	29.	3	0	2
3.	0	3	1	17.	0	3	1	30.	0	3	1
4.	0	3	1	18.	0	3	1	31.	3	0	2
5.	3	0	2	19.	3	0	2	32.	3	0	2
6.	0	3	1	20.	3	0	2	33.	0	3	1
7.	3	0	2	21.	0	3	1	34.	0	3	1
8.	0	3	1	22.	0	3	1	35.	3	0	2
9.	3	0	2	23.	3	0	2	36.	3	0	2
10.	0	3	1	24.	0	3	1	37.	0	3	1
11.	3	0	2	25.	0	3	1	38.	3	0	2
12.	3	0	2	26.	3	0	2	39.	0	3	1
13.	0	3	1	27.	0	3	1	40.	3	0	2
14.	3	0	2								

Means and Standard Deviations for the ICI

Age Groups	Males	Females	All Age Groups; Males and Females Combined
17-21	Mean 81.79 S.D. 21.56 N. 53	Mean 81.48 S.D. 20.06 N. 80	Mean 85.93 S.D. 19.05 N. 298
22-25	Mean 86.03 S.D. 14.74 N. 38	Mean 94.46 S.D. 11.58 N. 26	
26 and up	Mean 90.73 S.D. 19.50 N. 56	Mean 86.93 S.D. 15.94 N. 45	
All Age Groups by Sex	Mean 86.39 S.D. 19.46 N. 147	Mean 85.34 S.D. 18.22 N. 151	

Talking About Talking

Instructions for this activity are included on page 134.

1. *Talking to someone* and *communicating* are the same thing.
2. To communicate well, one has to be an observer.
3. Less communication is occurring when a person is quiet than when a person is talking.
4. Words are the most common method of communicating.
5. The best listener asks questions.
6. Words don't have meanings; only people have meanings.
7. Hearing isn't listening.
8. You can't *not* communicate.
9. When someone is talking to you, it is only common sense that you let him or her finish his or her entire conversation before you ask questions.
10. Communication means sharing.

Record Sheet

I think A D ?	Two of us think A D ?	The team thinks A D ?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

In communicating with my friends, I usually . . . . .

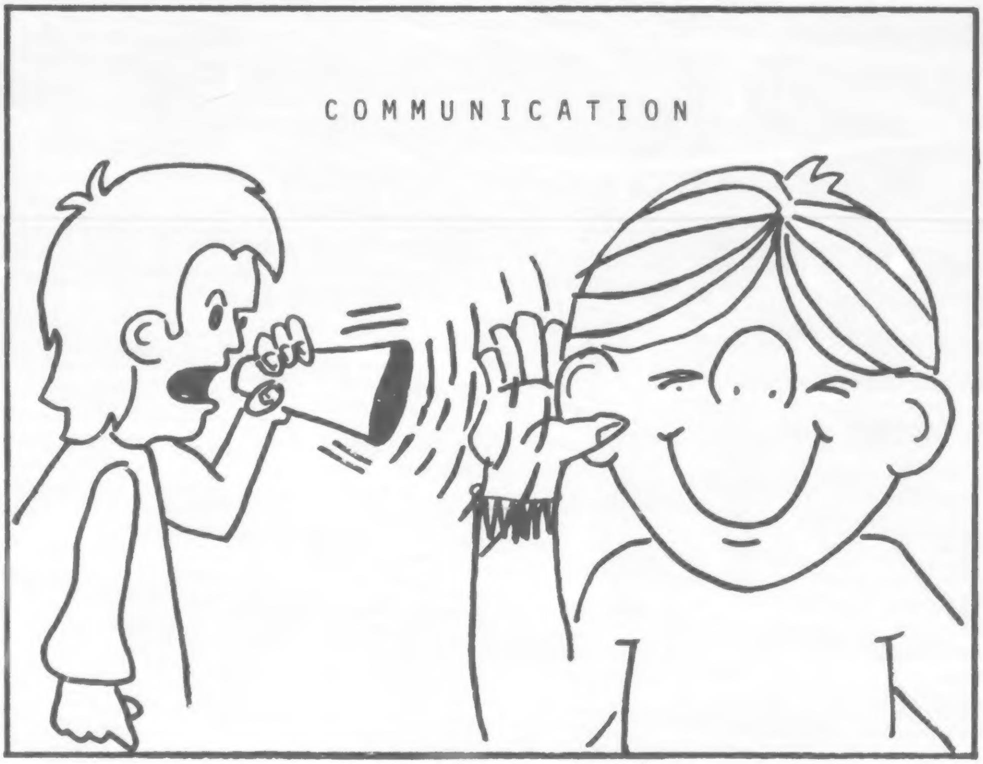
In communicating with my family, I usually . . . . .

Duo-Dialogue Communications

Instructions

To construct the duo-dialogue communication booklet, type four of the pages on 8-1/2" by 11" (21.3 cm by 27.5 cm) paper. When they are cut apart and assembled, the booklet will measure 4-1/4" by 5-1/2" (11.3 cm by 13.8 cm).

Cover



Page 1: READ SILENTLY.

DO NOT LOOK THROUGH THIS BOOKLET

BEFORE YOU ARE TOLD TO BEGIN.

READ THROUGH PAGE 4; THEN STOP.

This booklet is designed to help you develop communication skills. When people are brought together for the first time, they sometimes have difficulty in getting to know each other. Some people still don't know each other even after several meetings.

It helps to know how to communicate.

Page 2: Good communication involves several skills and attitudes: self-disclosure, self-awareness, nonpossessive caring, risk-taking, trust, acceptance, and feedback.

In an understanding environment, a person shows many things about himself or herself without even talking. (We all have first impressions.) However, "you can't judge a book by its cover." Good communication happens when the messages are interpreted correctly. This takes practice.

Page 3: Choose a person in this room that you don't know very well or who is a stranger. When instructed to do so, sit directly across from the person you chose.

The following rules must be followed throughout the experiment:

1. Each partner will respond in turn to the statements in this booklet.
2. The statements are to be completed in the order in which they appear.
3. Do not skip items.
4. You may decline to answer any question by asking your partner the same question.

Page 4:

5. Everything discussed should be considered to be confidential.
6. Do not look ahead in this booklet.
7. Either partner can stop the exchange if he or she feels too uncomfortable or too nervous.

LOOK UP AND WAIT QUIETLY UNTIL YOU HEAR INSTRUCTIONS TO BEGIN.

Page 5: My name is ....

Page 6: Some people call me..........................

Page 7: My year in school is..........................

Page 8: I was born in ....

Page 9: I'm taking this class because ....

Page 10: Right now I'm feeling ....

Page 11: One of the most important skills in communication is listening. Check your listening skills by following the directions for the next exercise.

1. The first speaker is to complete the following statement in two or three sentences.

   "When I think about the future, I see myself ...."

2. The second speaker is to repeat in his or her own words what the first speaker has just said.
3. The first speaker must be satisfied that he or she has been heard accurately.

Page 12:

4. The second speaker then completes the statement in two or three sentences.
5. The first speaker is to paraphrase to the satisfaction of the second speaker what he or she heard.

OCCASIONALLY YOU WILL BE ASKED TO REPEAT WHAT YOU HEARD YOUR PARTNER SAYING. COMPLETE THE FOLLOWING STATEMENTS AS USUAL.

Page 13: When I am in a new group ....

Page 14: When I enter a room full of people, I usually feel ....

Page 15: When I am feeling nervous in a new situation, I usually ....

Page 16: When people expect me to play a role, I feel ....

Page 17: In situations in which I am not sure what I am expected to do, I feel ....

Page 18: I am happiest when ....

Listening check: What I hear you saying is ....

Page 19: The thing that turns me on the most is ....

Page 20: Right now I am feeling ....
LOOK YOUR PARTNER IN THE EYES WHILE YOU RESPOND TO THIS ITEM.

Page 21: When I am rejected, I usually ....

Page 22: To me, belonging is ....

Page 23: When a law or rule seems ridiculous to me, I ....

Listening check: What I hear you saying is ....

Page 24: The thing that turns me off the most is ....

Page 25: I feel most affectionate when ....

Page 26: ESTABLISH EYE CONTACT, AND HOLD IT. Toward you right now, I feel ....

Page 27: When I am alone, I usually ....

Page 28: To me, taking orders from another person ....

Page 29: I am rebellious when ....

Page 30: Check-up: Have a two- or three-minute discussion about this experience so far. Keep eye contact as much as you can, and try to cover the following points:

How well are you listening?

How open and honest have you been?

How eager are you to continue this interchange?

Do you feel that you are getting to know each other?

Page 31: The emotion I find most difficult to control is ....

Page 32: My weakest point is ....

Page 33: I love ....

Page 34: I feel jealous about ....

Page 35: I'm afraid of ....

Page 36: I believe in ....

Listening check: What I hear you saying is ....

Page 37: I'm most ashamed of ....

Page 38: Right now I am most reluctant to discuss ....

Page 39: Right now this experience is making me feel ....

Page 40: EXPRESS HOW YOU ARE FEELING TOWARD YOUR PARTNER WITHOUT USING WORDS. AFTERWARDS tell what you intended to communicate.

Page 41: The thing I like best about you is ....

Page 42: You are ....

Page 43: What I think you need to know is ....

Page 44: I want to ....

Page 45: This page completes the experience in communicating.

How successful were you? Do you need more practice?

Other topics you can continue communicating about include money, religion, politics, race, marriage, the future, and the two of you.

Family Communication Game[1]

The "Family Communication Game" provides a simple, flexible structure for an active experience in family communication behavior. In general, high school students have reported the game to be fun, stimulating, and realistic. The game seems most successful in classes which have norms of openness, participation, and activity. About 30 minutes are required for the game, and the usual length of the discussion is about 30 minutes; so the game and discussion may be combined in one long period or divided into two shorter periods. Use the game as a separate activity and discussion on communication in families or as an introduction to an entire unit.

The basic directions to the "Family Communication Game" are presented below. The leader might wish to expand or modify the directions to suit particular class needs.

Directions

1. You are asked to participate in a family communication game. The game has a simple structure and is limited by time. With your active participation, we will be able to simulate communication in families. Individuals who become most involved in the game report the most enjoyment and learning. For the next 15 minutes, we will develop the game structure by a sequence of very brief activities, to be followed by a period of interaction and then by a discussion. Try to listen to the complete instructions for each activity.

2. During the first part of the game, we will be forming families and developing roles which we will be recording on a sheet of paper referred to as the ID sheet. Please print in one-inch letters on your ID sheet as directed. The large and clear print is necessary, because this information will be used by you and the other members of the family group. Please record your first name on your ID sheet.

3. Form small groups of five members each, preferably with people you do not know very well. This group will be your family for this game. You have two minutes to form your family group of five people. (The leader may suggest that some families have four or six members depending on the total number of participants.)

4. With the members of your family, choose a family surname, and record the surname on your individual ID sheet. You have two minutes to choose a family surname.

5. You now have two minutes to list five self-characteristics. Try to choose some characteristics of yours which you perceive as positive and some which you perceive as negative. You do not have to identify which of your characteristics you see as negative or positive. These characteristics

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[1] Reprinted with permission of William G. Saur and the National Council on Family Relations from The Family Coordinator, Vol. 24, No. 1 (April, 1975).

do not have to be your most positive or most negative, but they should represent emotions, behaviors, and moods that you believe you possess. These traits will be an important part of the role you will be playing in this game. Do not be concerned if you seem to have contradictions. You have two minutes to choose five personal characteristics and record them on your ID sheet.

6. Within your family, choose family roles--mother, father, daughter, and son. Do not be concerned about whether or not your role corresponds with your sex. Record your family role on your ID paper. You have two minutes to choose family roles.

7. Considering your family role, choose the age you wish to play. If you are a child, please choose an age over seven. Do not be concerned if the ages of the children and the parents seem biologically impossible. Some parents with children who are fifteen years of age perceive themselves to be twenty-five years of age. Record your age on your ID sheet. You have two minutes to pick an age.

8. Within your family group, create and identify a realistic family concern, issue, or problem. Apply this issue to your family group, and define the situation and the members of your family who are directly involved. You have two minutes to choose a family issue.

9. For a moment silently review your ID sheet, and imagine yourself in your role. For example, imagine being a father who is thirty-eight years old and who is idealistic, warm, loud, quick-tempered, and intelligent. For the next two minutes, try to become your role.

10. Now turn your ID sheet, and hold it in front of you so that the members of your family can see who you are. From now on be your identified role. The setting is after dinner; the family is sitting together. For the next 15 minutes interact with your family, discussing the issue your family has identified. During this time I will intervene twice, asking you to stop for a moment and then to resume your interaction.

11. (After five minutes) Stop interacting, and be silent for a moment. For one minute, by yourself, review the role you are playing, and reflect upon any difficulties you are experiencing with the role. (After one minute) Continue your role, and resume interaction with your family.

12. (After five minutes) Stop interacting, and be silent for a moment. Look at your family, one member at a time, and experience the emotions you feel toward each member. (After one minute) Okay, continue your role, and resume interacting with your family.

13. (After five minutes) Okay, stop interacting, and be silent for a moment. The time allotted for family interaction has passed.

Discussion

If the discussion will not take place immediately, have the participants record their comments, thoughts, and feelings on the backs of their ID sheets.

You may provide some of the suggested questions as a guide. When the discussion does occur, have participants refer to their comments recorded earlier.

During the discussion, ask each family to describe the interaction. Allow all members of a particular family to comment on a family experience if they wish. The leader should encourage different perceptions and reactions to the same situation.

If the class has a large number of families, ask the participants to regroup into new families of five or six members and describe their family interaction with these new discussion groups.

Following a description of family interaction, the participants may wish to consider and discuss some of the following questions:

Did you like your role?

How well did you play your role?

What influenced your role--ideal self, real self, parents, and so on?

Was the identified family issue confronted?

Was the issue resolved?

How were decisions made in your family?

Who had power and influence?

How were emotions expressed?

Was communication open and honest?

Did people listen to each other?

Did you like your family?

How did you feel towards individuals in your family?

While most family groups are active and involved, some groups are not. These latter groups include those that just never seem to get going, groups that very quickly resolve their issue and become inactive. These group experiences are most valuable for discussions, because they represent patterns of family communication. Thus, one must not imply that certain individuals or groups failed at the game. While consideration of the game structure is valid in the discussion, primary focus should be on family communication data.

In closing, the leader and participants might wish to examine the differences as well as similarities among communication patterns of various family groups and identify variables affecting family communication.

Modifications

The "Family Communication Game" may be modified to emphasize particular issues or concerns. For example, the game may be structured so that the family roles may be step-parents, single parents, grandparents, adolescents, and so on; or a specific family issue may be identified, such as alcoholism, drugs, sexuality, finance, school problems, and divorce. The game has been used with elementary, high school, and college students as well as with adults and mixed groups of adolescents and their parents. Group size has ranged from ten to 200 people. Many modifications to meet particular needs are possible.

Tradition and Change

One of the most challenging problems facing American society is the rate of our social change, for it is crucial that individuals learn to live with the constant adaptation that such rapid change requires.

This change phenomenon should come as no surprise to those who have been careful observers of American society. This society tends to admire inventiveness and individualism and has available vast intellectual and natural resources. The result has been a technology characterized by great mobility of both people and ideas. This society has been structured for change.

The time has come to examine tradition and change as they affect human relations. Neither tradition nor innovation is all growth-producing or all stultifying. How we can learn to combine the strengths and security of tradition with constructive change is one of the great philosophic dilemmas of the end of the twentieth century. This section includes the following instructional strategies:

Appreciating Differences

Challenges

Choosing

Culinary Roots

Fashion Change Reflects Social Change

Not Together Now

Resolving Conflicts

Variations on a Theme

Who's Who

I Can Choose

Appreciating Differences[1]

An instructional strategy designed to help students at the advanced level create insight, understanding, and appreciation of cultural diversity

Objective

This instructional strategy is designed to help students develop the ability to:

Compare the family traditions of ethnic, racial, religious, and regional cultures.

Generalization

Loyalty-producing family rituals vary among cultures and reveal the richness of diversity.

Activities

The teacher may use the following activities to help achieve the objective:

- Ask students to complete the word game, "Tuning in on Traditions," included on page 160. If this is used as a pretest, students should be given a specified time in which to complete it.
- Discuss how families differ. Define terms as necessary.
- Ask students who identify with ethnic, racial, religious, or regional cultures to share the traditions they feel are common to their groups. Such traditions could include:

  Foods

  Holiday rituals

  Distribution of authority in the family

  Relationship to the kin network

  Place of the elderly in the family

  Sex-roles

  Parenting patterns

  Rituals for celebrating transition periods (e.g., graduations, marriages, births, deaths)

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[1] This strategy was adapted from a curriculum module developed by Leslie Smith, John W. North High School, Riverside Unified School District.

- View a film which deals with family differences. A choice could be made from:

  Four Families

  Three Grandmothers

  Two Families--African and American

  Relate the differences shown in families in the United States.

- Use literature to examine differences among families. While bibliographies are available for the development of reading lists appropriate to a particular community, examples of available literature are:

  Arnow, Harriette. The Dollmaker. New York, N.Y.: Avon Books, 1972.

  A mother from the hills of Kentucky struggles to maintain her heritage in wartime Detroit.

  Hansberry, Lorraine. Raisin in the Sun. New York, N.Y.: Random House, Inc., 1959.

  The now classic story of a black family in Chicago.

  Houston, Jeanne Wakatsuki, and James D. Houston. Farewell to Manzaner. New York, N.Y.: Bantam Books, Inc., 1974.

  Japanese culture survives the internment camp.

  Mohr, Nicholassa. Nilda. New York, N.Y.: Bantam Books, Inc., 1974.

  A Puerto Rican girl grows up in Spanish Harlem.

  Potok, Chaim. The Chosen. New York, N.Y.: Fawcett World, 1967.

  Sons conflict with fathers in a Jewish Orthodox family and a Jewish Hasidic family.

  Robichaud, Gerard. Papa Martel. New York, N.Y.: All Saints Press, 1962.

  Life in a French Canadian family.

  Voss, Carroll. White Cap for Rechinda. New York, N.Y.: Washburn, Ives, Inc., 1966.

  Relates how an Indian girl learns to live in two worlds.

  Wong, Jade Snow. Fifth Chinese Daughter. New York, N.Y.: Harper & Row, 1950.

  Details the cultural conflicts which occur in a San Francisco family.

  Ask students to compare the traditions shared by class members with the literature they read.

- As a concluding activity, post butcher paper around the room with open-ended statements--The (Ethnic, Racial, Regional, Religious) Tradition I Liked Best Was: Allow students to comment on those cultural traditions that they liked.

Evaluation

Use the word game "Tuning in on Tradition" for a pretest and post-test. Allow students to answer "I learned ......" statements. Use the concluding activity as an evaluation.

RESOURCES

Blood, Robert O. The Family. New York, N.Y.: The Free Press, 1972.

Carlsen, G. Robert. Books and the Teen-Age Reader. New York, N.Y.: Harper & Row, 1967.

Ethnic Families in America: Patterns and Variations. Edited by Charles H. Mindel and Robert W. Habenstein. New York, N.Y.: Elsevier, Scientific Publishing Company, Inc., 1976.

Fader, Daniel; James Duggins; Tom Finn; and Elton McNeil. The New Hooked on Books. New York, N.Y.: Berkley Publishing Corp., 1976.

Four Families (16 mm film). National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020.

Kalish, Richard A., and David K. Reynolds. Death and Ethnicity: A Psychocultural Study. Los Angeles, Calif.: The University of Southern California Press, 1976.

Reading Ladders for Human Relations. Edited by Virginia M. Reid. Washington, D.C.: American Council on Education, 1972.

Stensland, Anna Lee. Literature by and About the American Indian. Urbana, Ill.: National Council of Teachers of English, 1973.

Three Grandmothers (16 mm film). National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020.

Two Families: African and American (16 mm film). Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019.

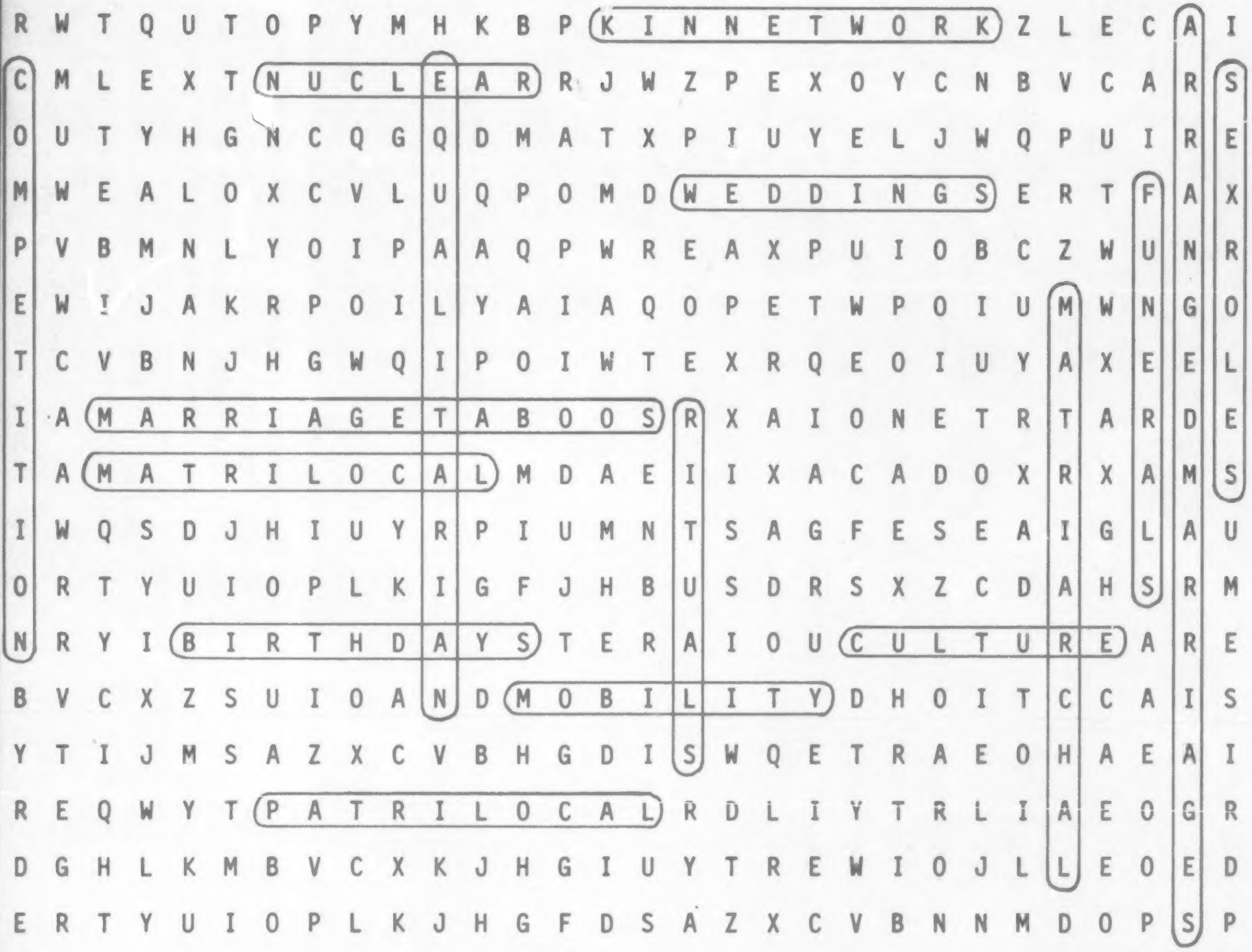
Words Like Freedom--A Multicultural Bibliography. Burlingame, Calif.: California Association of School Librarians, 1975.

Tuning in on Tradition

you find the 19 terms which describe how families can differ?

R W T Q U T O P Y M H K B P K I N N E T W O R K Z L E C A I
C M L E X T N U C L E A R R J W Z P E X O Y C N B V C A R S
O U T Y H G N C Q G Q D M A T X P I U Y E L J W Q P U I R E
M W E A L O X C V L U Q P O M D W E D D I N G S E R T F A X
P V B M N L Y O I P A A Q P W R E A X P U I O B C Z W U N R
E W I J A K R P O I L Y A I A Q O P E T W P O I U M W N G O
T C V B N J H G W Q I P O I W T E X R Q E O I U Y A X E E L
I A M A R R I A G E T A B O O S R X A I O N E T R T A R D E
T A M A T R I L O C A L M D A E I I X A C A D O X R X A M S
I W Q S D J H I U Y R P I U M N T S A G F E S E A I G L A U
O R T Y U I O P L K I G F J H B U S D R S X Z C D A H S R M
N R Y I B I R T H D A Y S T E R A I O U C U L T U R E A R E
B V C X Z S U I O A N D M O B I L I T Y D H O I T C C A I S
Y T I J M S A Z X C V B H G D I S W Q E T R A E O H A E A I
R E Q W Y T P A T R I L O C A L R D L I Y T R L I A E O G R
D G H L K M B V C X K J H G I U Y T R E W I O J L L E O E D
E R T Y U I O P L K J H G F D S A Z X C V B N N M D O P S P

TUNING IN ON TRADITIONS--KEY



R	W	T	Q	U	T	O	P	Y	M	H	K	B	P	K	I	N	N	E	T	W	O	R	K	Z	L	E	C	A	I
C	M	L	E	X	T	N	U	C	L	E	A	R	R	J	W	Z	P	E	X	O	Y	C	N	B	V	C	A	R	S
O	U	T	Y	H	G	N	C	Q	G	Q	D	M	A	T	X	P	I	U	Y	E	L	J	W	Q	P	U	I	R	E
M	W	E	A	L	O	X	C	V	L	U	Q	P	O	M	D	W	E	D	D	I	N	G	S	E	R	T	F	A	X
P	V	B	M	N	L	Y	O	I	P	A	A	Q	P	W	R	E	A	X	P	U	I	O	B	C	Z	W	U	N	R
E	W	I	J	A	K	R	P	O	I	L	Y	A	I	A	Q	O	P	E	T	W	P	O	I	U	M	W	N	G	O
T	C	V	B	N	J	H	G	W	Q	I	P	O	I	W	T	E	X	R	Q	E	O	I	U	Y	A	X	E	E	L
I	A	M	A	R	R	I	A	G	E	T	A	B	O	O	S	R	X	A	I	O	N	E	T	R	T	A	R	D	E
T	A	M	A	T	R	I	L	O	C	A	L	M	D	A	E	I	I	X	A	C	A	D	O	X	R	X	A	M	S
I	W	Q	S	D	J	H	I	U	Y	R	P	I	U	M	N	T	S	A	G	F	E	S	E	A	I	G	L	A	U
O	R	T	Y	U	I	O	P	L	K	I	G	F	J	H	B	U	S	D	R	S	X	Z	C	D	A	H	S	R	M
N	R	Y	I	B	I	R	T	H	D	A	Y	S	T	E	R	A	I	O	U	C	U	L	T	U	R	E	A	R	E
B	V	C	X	Z	S	U	I	O	A	N	D	M	O	B	I	L	I	T	Y	D	H	O	I	T	C	C	A	I	S
Y	T	I	J	M	S	A	Z	X	C	V	B	H	G	D	I	S	W	Q	E	T	R	A	E	O	H	A	E	A	I
R	E	Q	W	Y	T	P	A	T	R	I	L	O	C	A	L	R	D	L	I	Y	T	R	L	I	A	E	O	G	R
D	G	H	L	K	M	B	V	C	X	K	J	H	G	I	U	Y	T	R	E	W	I	O	J	L	L	E	O	E	D
E	R	T	Y	U	I	O	P	L	K	J	H	G	F	D	S	A	Z	X	C	V	B	N	N	M	D	O	P	S	P

Challenges[1]

An instructional strategy designed to help students at the advanced level appraise the issues faced by single parents

Objectives

This instructional strategy should help students develop the ability to do the following:

Differentiate between various types of single parents.

Recognize the challenges faced by single parents.

Suggest ways in which single parents can best meet human needs.

Generalizations

When cultural pressures to marry decrease, individuals are more free to defer marriage or to remain single.

Each type of single-parent family faces unique challenges.

Societal acceptance of single parents may be determined by whether they are divorced, widowed, or never-married.

Societal acceptance of single parents varies regionally and historically.

The number of children being reared by never-married parents is increasing.

Activities

The teacher may use the following activities to help achieve the objectives:

- Ask the students to anonymously complete two copies of each of the attitude response sheets included on pages 167 and 168. One sheet is to be used to appraise attitudes about single parents and the other to appraise attitudes about children of single parents. Have the students keep one copy and turn in the second copy. Divide the class in half, and give half of the class the sheets about single parents and the other half of the class the sheets about children of single parents. After each group has studied the sheets, ask a spokesperson from each group to share the group's feelings revealed by the attitude response sheets.

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[1] This strategy was adapted from a curriculum module developed by Rosalyn Ziembinski, John W. North High School, Riverside Unified School District.

- Have each student name one problem/challenge that a single parent faces. Record the responses on the chalkboard. This exercise could be used as a pretest by assigning a numerical value to each response as follows: 0 points = no response; 5 points = any response; 10 points = valid response (e.g., energy to play dual roles, financial problems). Discuss the responses, and decide which are problems/challenges faced by all parents and which are unique to single parents.
- Discuss the three forms of single parents:
    1. One parent absent due to death, divorce, or desertion or work that requires him or her to be away from the home for long periods of time
    2. One parent and a legally adopted child
    3. One unmarried parent with a child born out of wedlock
- Have the students use the "Interview Form" included on page 169 to interview four persons to learn what others think are the major problems facing each type of single parent. Ask students to note each respondent's approximate age and sex. When the interviews are completed, students should compile and discuss their findings. The discussion could include such questions as:

    What similarities and/or differences are found for each form of family?

    Did the respondents' age and sex have any bearing on their answers?

    What generalizations can be made?

    Is there any evidence to support or refute these generalizations?
- Brainstorm the problems that children have in living in a single-parent home. Have students form small groups and prioritize the problems. Discuss ways of coping or dealing with these problems.
- Discuss the statement, "It is the adequacy of the single parent in financial means, self-concept, knowledge of child development, decision-making ability, outlook on life, and attitude toward the opposite sex which determines how well the children develop."
- Invite speakers from Parents Without Partners to speak to the group.
- Invite a speaker from the social welfare department to talk to the class about unplanned parenthood. Ask the speaker to talk specifically about the department's study of unwed parents and the potentially endangered child. (See Resources: Unplanned Parenthood, A Study of Unwed Parents and the Potentially Endangered Child.)
- Invite a speaker from an adoption agency to discuss the interpretation and execution of the laws relating to adoption by single parents. Discuss particularly adoptions by single males as opposed to single females.

- Invite an unmarried adoptive parent to talk with the class.
- View the film Growing Up Together. Discuss with the students what they saw, what happened, how they felt about what they saw, their reaction to what happened, and what conclusions they drew.
- Survey the community to identify the options and alternatives that a single, working parent has for child care. Suggest which of the alternatives seem most desirable.
- Ask the students to challenge or support the following cultural attitudes. This could be done orally or as a written assignment.

  A divorced woman with custody of children usually works and keeps house.

  A divorced woman with custody of children feels compelled to provide male-oriented activities and role models.

  A divorced woman with custody of children rarely is helped by anyone because other people see her as a threat to other marriages.

  A divorced man with custody of children usually works and hires a housekeeper.

  A divorced man with custody of children is pitied for his assumed helplessness.

  An unmarried natural mother faces a hostile rejecting culture.

  An unmarried natural mother is given help begrudgingly.

  An unmarried natural mother's child (or children) is often rejected.

  An unmarried natural mother is very often young and has little opportunity to make money.

  An unmarried natural father is ignored by society and even encouraged to feel free of responsibility.

  An unmarried natural father may have deep regrets but, because of cultural pressures, cannot admit to having them.

  An unmarried adoptive mother is seen as a charitable person.

  An unmarried adoptive mother has to force people to believe she is a normal heterosexual.

  An unmarried adoptive mother often has to explain why.

  An unmarried adoptive mother feels compelled to be the perfect mother and father.

  An unmarried adoptive father is seen as a curiosity.

  An unmarried adoptive father has to prove heterosexual beliefs and behavior.

  An unmarried adoptive father feels compelled to be the perfect father.

One parent cannot rear children properly, and therefore her or his children would be harmful to children in two-parent families.

Children from a one-parent family would become a nuisance by looking for attention.

The single parent, especially if divorced, is inadequate as a spouse, a parent, and as a person.

- If a "tel-med" service is available, students may call and listen to a "single parent" tape, write a summary of the tape, and critique the information received.
- Have students brainstorm the question, "What is the ideal society for fostering optimum child growth and development?"[1] Each item on the list should be assigned a number or letter, but no priority order should be indicated.

Divide the class into small groups. Give each group an acetate transparency on which is a copy of the "Decision Making Grid" (page 170) and a felt-tip pen with which to write on the transparency. Have each group decide on the "Possibility" and "Desirability" of each item on the list and record the number in the preferred square or cell.

The teacher collects all transparencies and displays all of them on an overhead projector. Agreement or disagreement will be immediately apparent. Have students offer supporting arguments for their opinions.

Evaluation

Have the students complete each of the attitude response sheets given at the beginning of the strategy. Ask them to write a short paper on why they do or do not have different opinions about the single parent and the single parent's child.

If the short response word association activity was administered as a pretest, conduct the activity again, and determine the scores.

RESOURCES

Connolly, Lisa. "Little Mothers," Human Behavior, The Newsmagazine of the Social Sciences (June, 1975), 17-23.

Gordon, Sol, and Mina (McD.) Wollin. Parenting: A Guide for Young People. New York, N.Y.: Oxford Book Co., 1975.

Growing up Together (16 mm film, two parts). Children's Home Society, 3100 W. Adams, Los Angeles, CA 90018.

The General Mills American Family Report, 1975-76. Conducted by Yankelovich, Skelly, and White, Inc., Minneapolis, Minn.: General Mills, Inc., 1976.

Klein, Carol. The Single Parent Experience. New York, N.Y.: Avon Books, 1973.

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[1] Adapted from Judy Brun, "Futurism as Focus for Home Economics Education," Illinois Teacher of Home Economics, Vol. XX, 1976, 2-9.

Klemer, Richard H., and Rebecca M. Smith. Teaching About Family Relationships. Minneapolis, Minn.: Burgess Publishing Co., 1975.

Markham, Margaret, and Howard Jacobson, M.D. "Unwed Teenage Mothers," Parents Magazine (June, 1976), 36, 53, 58.

McCoy, Kathy. "Premature Parenthood: The Teens Behind the Statistics," Teen, Vol. 20 (February, 1976), 14, 16, 20, 86, 87.

Momma, the Sourcebook for Single Mothers. Edited by Karol Hope and Nancy Young. New York, N.Y.: New American Library, 1976.

Satir, Virginia. Peoplemaking. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

Schlesinger, Benjamin. "One Parent Families in Great Britain," The Family Coordinator, Vol. 26 (April, 1977), 139-41.

The Single Parent, journal of Parents Without Partners, Inc., 7910 Woodmont Avenue, Washington, DC 20019.

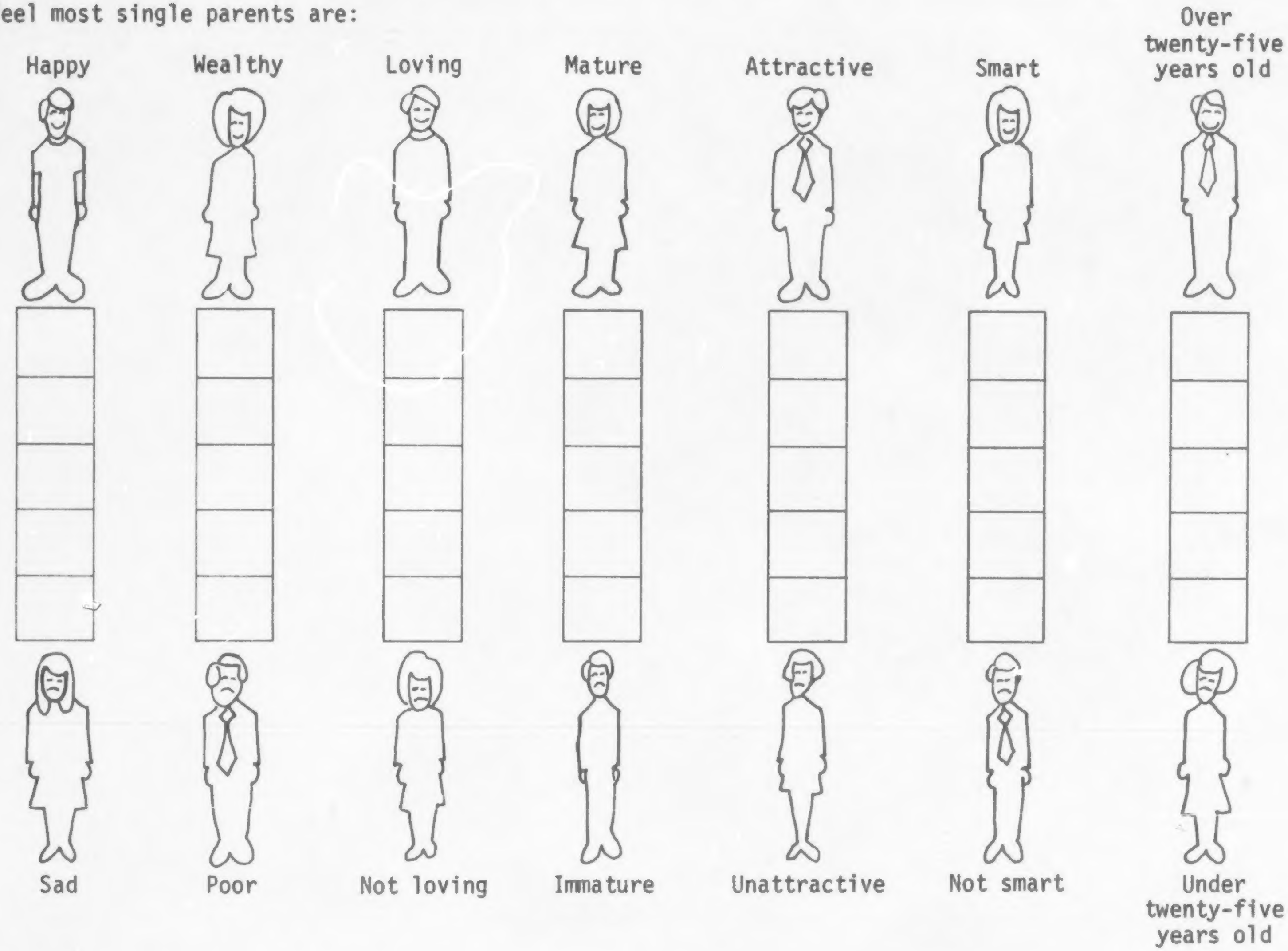
Single Parent News, P. O. Box 5877, Santa Monica, CA 90405.

Unplanned Parenthood: A Study of Unwed Parents and the Potentially Endangered Child. Prepared by the State Social Welfare Board. Sacramento: California State Health and Welfare Agency, Department of Benefit Payments, 1974.

Attitude Response Sheet

Single Parents

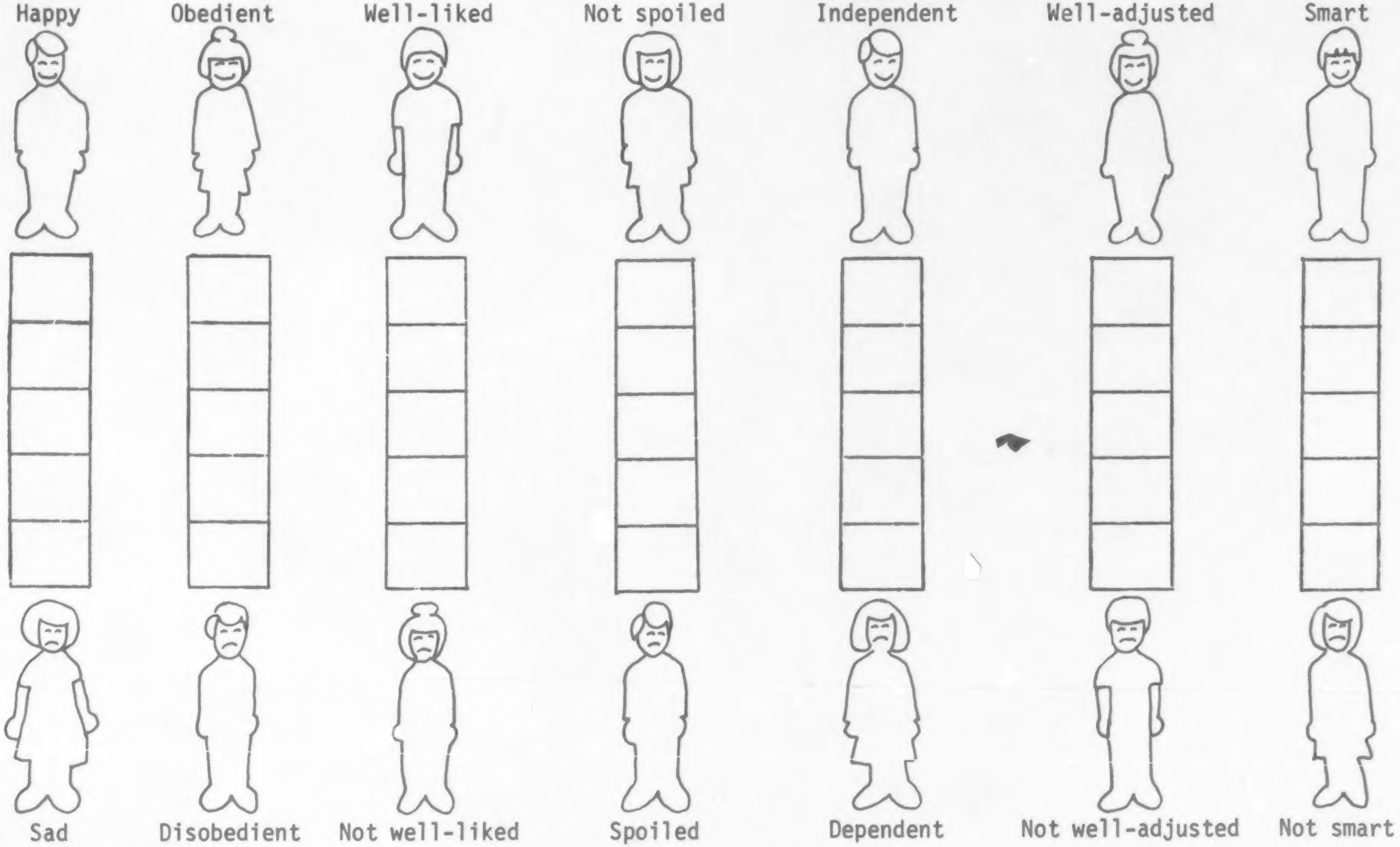
I feel most single parents are:


Happy
Wealthy
Loving
Mature
Attractive
Smart
Over twenty-five years old
Sad
Poor
Not loving
Immature
Unattractive
Not smart
Under twenty-five years old

Attitude Response Sheet

Children of Single Parents

I feel most children of single parents are:

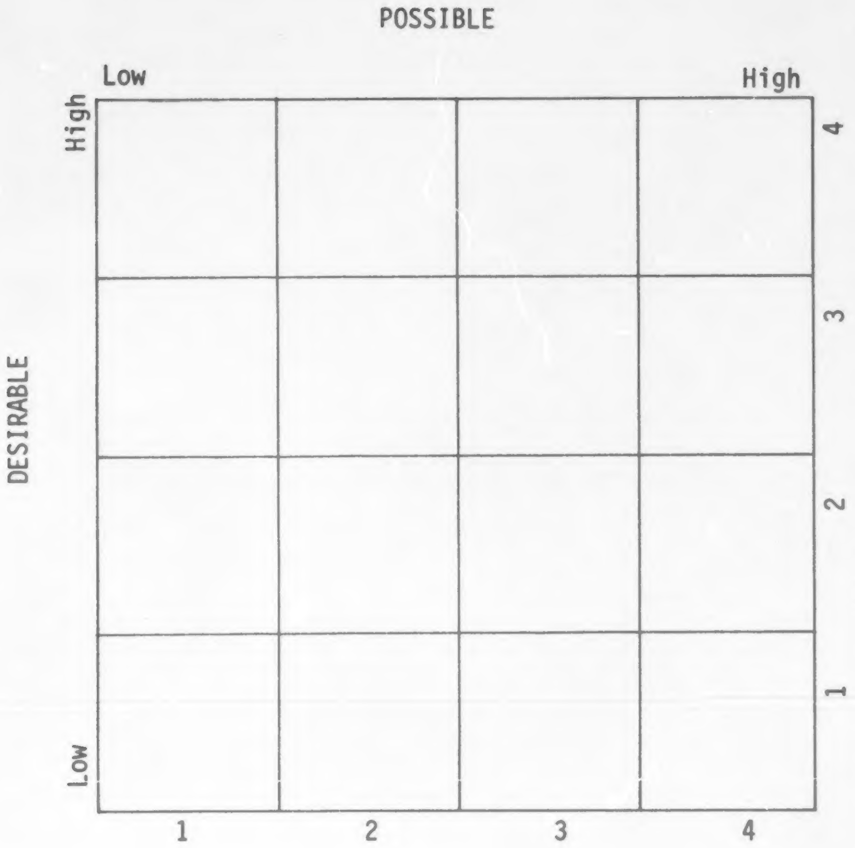

Happy
Obedient
Well-liked
Not spoiled
Independent
Well-adjusted
Smart
Sad
Disobedient
Not well-liked
Spoiled
Dependent
Not well-adjusted
Not smart

Interview Form

Survey four people to identify what they feel is the major problem facing single parents. Ask each person to answer the question for each of the three forms of single parents.

Major problems facing the:	Approximate age of respondent	Sex
A. Divorced, deserted, or widowed single parent		
1.		
2.		
3.		
4.		
B. Single parent with legally adopted child		
1.		
2.		
3.		
4.		
C. Unwed mother		
1.		
2.		
3.		
4.		

Decision-Making Grid For Examining Alternatives[1]


POSSIBLE
Low
High
DESIRABLE
High
Low
1
2
3
4
1
2
3
4

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[1] Adapted from "Futurism as Focus for Home Economics Education," Illinois Teacher of Home Economics, Vol. XX, 1976.

Choosing[1]

An instructional sequence designed to help students at the advanced level evaluate their mate-selection expectations

Objectives

The activities in this strategy are designed to help students develop the ability to:

Differentiate between uncommitted dating and mate selection.

Compare dating behaviors among cultures.

Recognize their own expectations concerning a spouse.

Generalizations

Dating is twentieth century behavior which reflects social change.

Uncommitted dating is a recreational process whereas committed dating is a part of the mate-selection process.

Dating practices have varied at different historical periods and among cultures.

Role expectations, the perceptions one has of how another should behave, may be of major importance in marital adjustments.

Activities

Teachers may use the following activities to help students achieve the objectives:

- Introduce the concept of multicultural differences by reading to the class pages 144-146 in Marriage East and West (see Resources).
- Using the matrimonial ads from India included on pages 174-175, have the students work in small groups to list the values of the courtship and marriage system revealed by the ads.

  Have the small groups report back to class on their completed list of values; compile a class list of these values.

  Have each student write an ad as it might be written by a citizen of the United States. Examine these ads for values they reveal. Compare and contrast the list of values exemplified by these two sets of matrimonial ads.

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[1] This instructional strategy was adapted from a curriculum module developed by Kathy Hysen, Westminster High School, Huntington Beach Union High School District.

Have students write an ad for themselves. Ask parents to write an ad for their son or daughter. Compare student-written and parent-written ads for differences and/or similarities.

- Ask a panel of students to discuss teen-age relationships in another country with which they are knowledgeable. These may be students from other countries or students who have spent time in other countries.
- View current filmstrips which deal with dating. Discuss whether or not they are relevant to the class.
- View the oldest available film concerned with dating customs. (The audiovisual library may have films which have been pulled from circulation but which have not yet been destroyed.) Discuss the differences between what is depicted in the film and current teen dating customs. If a sufficiently old film is located, discuss whether or not the film realistically portrays parental dating customs and whether it explains some of the tension that exists between generations over current dating customs.
- Define current dating terms. Survey students on campus to discover how many and with what frequency students actually date. Decide whether differences exist in the dating customs of on-campus groups.
- Have students participate in a discussion on steady dating. Ask students to take a stand on the following continuum:

One and only Lonnie	Date 'em all Dinah

- Play the auction game included in "An Activity for Exploring Marital Expectations," page 176. Follow the auction game by discussing the questions included on page 178.
- Have the students list the five husband/wife qualities most important to them. Ask students to draw a line through the quality they could most easily do without. Then have students circle any of the qualities that they possess. Follow with a discussion; ask students to list the qualities they possess which would make them desirable husbands or wives.

Evaluation

At the end of the instructional sequence, have students write a second matrimonial ad for themselves. Compare the two ads to see whether changes in have occurred in expectations concerning a spouse.

RESOURCES

Dating and Mate Selection (Filmstrip). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Kiernen, Dianne; June Henton; and Ramona Marotz. His and Hers: A Problem-Solving Approach to Marriage. Hinsdale, Ill.: Dryden Press, 1975.

Mace, David, and Vera Mace. *Marriage East and West*. Garden City, N.Y.: Dolphin Books, 1960.

Mate Selection: Making the Best Choice (Two filmstrips). Sunburst Communications, 52 Clemons Avenue, Pound Ridge, NY 10576

Reimer, George. *Dating: Communication and Decision Making*. Minneapolis, Minn.: Winston Press, Inc., 1970.

Springer, Joel; Suzanne Springer; and Barry Aaronson. "An Approach to Teaching a Course on Dating Behavior," *Resources for Teaching About Family Life Education*. Minneapolis, Minn.: National Council on Family Relations, 1976.

Values for Dating (Four filmstrips). Sunburst Communications, 52 Clemons Avenue, Pound Ridge, NY 10576.

Matrimonial Ads

Newspapers in India publish the popular "Matrimonial" section in their classified advertisements. The following ads appeared in a New Delhi paper in the summer of 1976.

DESIRED CULTURED CHARMING MATCH IN thirties for widowed serving army colonel, engineer Punjabi Hindu status family. Widows/divorcees with kids OK. No bars.

MEDICO MATCH FOR SIKH DOCTOR IN private practice. Early marriage; religion/caste no bar.

CORRESPONDENCE IS INVITED WITHIN A fortnight from Sindhi Amil girls up to 22 years age for my undergraduate sons in government service as clerks.

PROPOSALS INVITED FROM MEDICO MATCH for a 165 cms., Punjabi Arora boy 29 years M.B.B.S., D.C.H., drawing four-figure salary in a Central Government Undertaking in Bihar Coal-fields. Early marriage, no dowry. Correspond with full bio-data.

WANTED EDUCATED LIFE COMPANION WIDOW about 35 years, for 47 year high army officer having 3 children. No bar. Yadav family bride preferred.

CORRESPONDENCE INVITED FOR A FAIR, smart, Maratha graduate engineer aged 29 years, 165 cms. tall, having independent business and earning Rs40,000 per annum from a Maratha girl fair, smart, slim, convent educated, well accomplished, and having good family background.

MATRIMONIAL CORRESPONDENCE INVITED for clean shaven, Canadian citizen. 39, Ph.D., divorced, with children (12, 13 years). Presently visiting Delhi. Salary 24000- annually.

ARORA SIKH PARENTS WANT SUITABLE Khatri-Arora beautiful, tall girls for two handsome, tall, well-settled sons in business in Bombay, aged 27 and 26.

SUITABLE GIRL FOR PUNJABI GRADUATE Engineer 27 years 175 cms. permanently settled in America shortly coming India earning $16,000 annually. Caste no bar.

AN INDIAN NAVAL OFFICER, 28 YEARS AND his sister M.A.B.ed., 22 yrs. Brahmin. Initiate matrimonial correspondence. Caste, creed no bar.

ATTRACTIVE BRIDE WANTED FOR AN eligible bachelor (Ph.D. in linguistics, age 27). Bride can be a widow. However, in either case bridegroom wants bride's brother or close relative to marry his sister (age 22, B.A.) who lost her husband even before she went to husband's house. Interested people from any Brahmin community may write at their earliest convenience.

WANTED WELL-SETTLED BRAHMIN MATCH FOR Bombay-based, tall, fair, convent educated graduate girl 26 years. Also suitable match for brother B.Sc., 24 years, owning property, comfortably settled in own business.

WANTED ACCOMPLISHED, SOPHISTICATED M.B.B.S. Arora or Khatri match around 23-26 years. Figure slim, height not less than 160 cms. for handsome M.D. Doctor 29 years, 175 cms. returning India after completing higher studies.

SINDHI BRIDE KNOWING COOKING, HOUSE duties, for wealthy, independent, England returned, Homoeopath, thirty-eight, 163 cms.

WANTED ALLIANCE FOR A SIKHJAT SLIM, tall, fair complexioned medico girl 29, studying M.S.

MATCHES FOR GARG SISTERS, 24 AND 22, graduates. Very beautiful, slim, homely, expert domestic affairs.

SUITABLE, WELL-PLACED SINDHI (preferably Bhatia) match required for homely girl, double graduate, 28, good family. Brothers executive businessmen. Doctor, engineer preferred.

MATCH ISSUELESS WIDOWER OR DIVORCEE preferably in military, navy, or police or decent post or businessman for a beautiful post-graduate divorcee girl of 25 years of a very respectable Kayasth Saxena family. Selected for T.V. Divorce granted to girl only after four months of marriage. No issue. Caste no bar. Good marriage.

HANDSOME, SUITABLE EDUCATED, preferably medico match for 24 year's Gupta B.A.M.M.S. (Lucknow University) boy, height 170 cms., no subcaste/province bar.

A 26 YEARS M.A. BOY 183 CMS., ON GOOD job, needs good Punjabi match. Caste no bar.

PUNJABI YOUNG BOY GOTRA ARORA AGE 23½ years, fair color, handsome, having two sisters and no brother, wholesale cloth business. Monthly income in four figures, weight 52 kg., height 158 cms., belongs to respectable family, needs very beautiful girl of Gora color from respectable family; caste no bar.

SUITABLE PUNJABI MATCH FOR HANDSOME government employed (Delhi) boy 22. Subcaste Soor.

FAIR-COMPLEXIONED, BEAUTIFUL, HOMELY, vegetarian graduate girl for handsome Agarwal Goyal (25) 172 cms., M.Sc., paint specialist, income in four figures, respectable family.

SUNNY MUSLIM 32 DELHI BASED, MODERN, good family, smart, educated, intelligent, broad minded, own house, good business, seeks girl of matching status.

THREE BIHARL SANDILYA GOTRA MAITHIL Brahmin bankers aged 25, 23, 22 invite matrimonial correspondence from respected families of same caste.

WANTED SUITABLE MATCH FOR BEAUTIFUL, slim, fair complexioned and homely Sannadhaya Brahmin girl, 19, studying B.A., of reputable family. Also a good looking bride for her brother doing diploma in civil engineering final year, age 24 years.

AN INDEPENDENT SUITABLE DOCTOR, engineer, government officer for Chatterjee girl of 32 (156 cms.), very beautiful, fair, attractive, homely, educated.

WELL SETTLED MATCH ABOUT 27 YEARS, 180 cms. with educated family background required for convent educated graduate and pretty Hindu Jat girl 23 years, 166.5 cms. Public school educated young man preferred.

WANTED A BRIDEGROOM, WELL EMPLOYED and from a good family with modern views for a Bharadwaja Gothram Iyer girl of a respectable family, fair and slim, M.A. in English Literature and B.Ed. in English medium.

An Activity for Exploring Marital Expectations[1]

William G. Saur
Home and Family Life
Florida State University

Authors of many high school family life education textbooks address the issue of marital expectations in their discussions of mate selection. One aspect of this topic is expectations concerning the personal and social characteristics of a spouse. Adolescents seem to have some notions regarding the qualities preferred in a future marital partner, whether marriage is an immediate goal or just a distant possibility. The following activity allows individuals to explore their own values, attitudes, and emotions concerning attributes of a husband or a wife. The first part emphasizes awareness through participation in an auction game and the second part emphasizes understanding through a focused discussion. The entire experience usually involves about one hour and may be divided into two different time periods. The activity seems particularly useful when integrated into a teaching unit on marital expectations or mate selection.

The items below are some suggestions for a list of husband/wife qualities to be used in the auction game. Since these are only possibilities, items may be added, deleted, or modified to meet particular needs.

A person who will. . .

Be honest and truthful.
Enjoy being with people.
Be of the same educational background.
Care about me.
Want to have children.
Share household jobs and tasks.
Seek adventure.
Have the same goals in life as I.
Love me for the rest of my life.
Enjoy sex on a regular and frequent basis.
Be of the same religious background.
Be affectionate.
Make decisions.

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[1] Reprinted with permission of William G. Saur and the National Council on Family Relations from The Family Coordinator, Vol. 24, No. 3 (July, 1975), 366-367.

Earn good money.
Be physically attractive.
Be even tempered.
Be dependable.
Make me feel important.
Be sexually faithful.
Want me to grow as a person.
Not be possessive.
Support my ideas.
Get along with my family.

The first part of the activity involves use of the popular auction game. If more than 12 people are participating, division into smaller groups may be considered. Distribute to each person a copy of a list of husband/wife qualities. Emphasize that the list does not contain all of the possible qualities and not necessarily the most important qualities, but rather a variety. In this game everyone playing has exactly $1,000 to spend, with each person keeping track of how much he or she spends and what he or she buys. The players bid against each other to buy the husband/wife qualities they want. It is assumed that an attribute does not exist for an individual unless he or she buys it. One person in each group, who may also bid as a participant, would serve as an auctioneer. The items are placed for bid one at a time. Bidding is in $5 increments and the qualities are sold to the highest bidder. After all the items are sold, have all the participants identify: (1) the husband/wife qualities that they bought; (2) the amount of "money" that they paid for them; and (3) the qualities that they wanted to buy, but did not. At this time, have the members of the group suggest husband/wife qualities that they desire but that were not on the list. The focus of this part of the activity is to increase an individual's awareness of his or her preferences and expectations concerning characteristics of the marital partner.

The next section of the experience involves a discussion concerning the meaning of spouse preferences for individuals. The conversation might focus on several objectives. These include encouraging the individuals to understand and evaluate their values, attitudes, and emotions related to expectations of marital partner characteristics and to consider the implications and alternatives to preferences.

In such a discussion, identifying the most popular or "best" responses is rarely helpful. An encouragement of empathy and appreciation of others' beliefs, opinions, and feelings is more productive.

The following are some suggested questions for focusing the discussion toward these objectives. They may be modified to meet particular situations or alternate objectives.

What qualities or characteristics of a spouse are most important to you?

Why are these particular qualities important for you?

What aspects of your experiences influence your preferences of attributes of a marital partner? (You may want to consider your needs and motives, experiences, culture, parents, peers, knowledge of self, and life goals.)

What are the possible future implications of your preferences?

Do your preferences or expectations seem reasonable and appropriate?

Do you really want these qualities?

Do you want to change any values, attitudes, or feelings concerning your expectations of qualities in a spouse?

Through involvement in this activity students may begin to develop an awareness and an understanding of one aspect of their own personal marital expectations. In general, high school students experiencing this activity have become enthusiastic and critical participants in a didactic unit on marital expectations and on mate selection.

Culinary Roots[1]

An instructional strategy designed to help secondary students at the advanced level to appreciate their culinary heritage and to examine how it affects their life today and in the future

Objectives

This instructional strategy should help students develop the ability to:

Identify the subculture groups to which they belong and the effect these groups have on their food choices and patterns.

Compare ways in which American families' food choices and patterns are alike and the ways in which they are different.

Identify changes in food habits between generations, and examine tensions generated by change.

Generalizations

Contemporary society is in a period of accelerated change.

Change may not affect all institutions and cultures at the same rate.

Historically and cross-culturally, families have differed.

Loyalty-producing family rituals vary among cultures and reveal the richness of diversity.

Adapting to change requires new learning and may require a change in values.

Activities

The teacher may use the following activities to help students achieve the objectives:

- Introduce the subject of influences on food choices by having each student complete the "Food and Nutrition" pretest on page 183. Compare and discuss similarities and differences among members of the group.
- Discuss pictures from magazines, ads, newspapers, or books that illustrate various individual or family eating patterns. Include pictures of various life-styles, traditional meals or foods, peers eating together in various settings, and so forth.

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[1] This instructional strategy was adapted from a curriculum module developed by Karen Bego, Westminister High School, Huntington Beach Union High School District.

- Have students complete "My Culinary Roots" on page 184. Organize students with similar backgrounds into groups, and have them make a list of similarities and differences in their food choices and eating patterns.

  Group students with divergent backgrounds and list similarities and differences in their food choices and eating patterns.

  In a large group discuss generalizations or conclusions that can be identified from the students' lists.

- Have students complete the activity sheet, "Family Rituals," included on page 185. Discuss the family rituals revealed.

- Have each student bring a recipe that is traditional in his or her home at a particular holiday season. Have the students report to the class on the origin of the recipes. (The tradition may have originated with this generation or it may have been handed down through several generations.)

  Select and prepare several of the traditional recipes, and then discuss the following:

  Is this food traditional to your ethnic group?

  If this food traditionally belongs to another ethnic group, is it eaten in your home occasionally or frequently?

- Brainstorm the causes of the overlapping of various ethnic traditions in the American family.

- Select favorite traditional recipes. Prepare them in both the traditional way and in a microwave oven. Brainstorm the reasons for continuing to cook food in the traditional way and then reasons for changing to a new method of preparation.

- Select a food that is prepared by several cultures, and have the students research the history of the food. Prepare the food in several ways to show how various groups have adapted that particular food to their cultures. An example of such a food is noodles.

- The teacher may select a variety of candies, cookies, or crackers, and arrange the food on a tray. Let each student select one. Discuss student choices to help students recognize personal values in food choices. Sample questions and activities:

  What did you select?

  Why did you select it?

  Let's make a list of the reasons people make the choices they do.

  If these are the reasons people choose the foods they do, what must we consider when trying to change food choices?

  Why do we need to change food choices?

  Have students complete the chart, "Influences and Controls on Your Food Choices," included on page 186.

- Recognition of the values which influence a person's choice of foods can help in the understanding of why the student makes certain choices. Give each student a set of five different colored three-by-five-inch filing cards upon each of which is written one of the following words: Tradition, Taste, Cost, Convenience, Nutrition. These are called "value cards."[1]

  The teacher then suggests situations in which the students might find themselves. For each situation, the students rank the value cards in order from the value most important to them to the value least important to them. Each student then holds up the two value cards which are most important to him or her. The teacher may need to emphasize that there are no right or wrong answers to avoid students copying their friends' responses. Discussion about why certain value choices were made can follow each situation. Five situations allow for adequate discussion.

  Sample: You are planning the foods to serve at your girlfriend's/boyfriend's birthday party.

  1. Taste — Most important
  2. Convenience
  3. Cost
  4. Tradition
  5. Nutrition — Least important

  Many possible situations could be used. Examples are:

  1. You are planning the foods to cook for your young brothers and sisters on the nights that your mother works late.
  2. You are deciding what foods to serve to your friends who are coming to your house after the football game.
  3. You are deciding what foods to choose for lunch in the school cafeteria.
  4. You are planning foods to have for a quick and easy breakfast.
  5. You are planning foods to eat while trying to lose weight.

  Discussion could center around such questions as:

  Why do these values vary from situation to situation?

  Are food values really important to each person? Why?

  What might cause a person to revise his or her values (e.g., change in income, life-style, marriage, and so forth)?

  Why do food values vary from person to person?

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[1] From *Illinois Teacher of Home Economics*, Vol. XIX, No. 4 (March/April, 1976), 204.

Is the way one person sees food necessarily better than the way another person does?

What factors influence how a person sees food (culture, ethnicity, family, income, peer group, availability of food)?

- Have students complete the three-generation questionnaire entitled "Favorite Foods" on page 187.

  Organize students into groups and have them compare the results. One member of each group will report the group's findings.

- Collect a large number of both old and new kitchen gadgets. Have students guess their function. Possible discussion ideas:

  Why has each gadget become obsolete or remained a part of our food preparation tradition (changes in foods, changes in eating habits, better equipment)?

- Distribute the calendar for the year 2000, page 189, and ask students to answer such questions as:

  On what day does your birthday fall in the year 2000?

  How old will you be in the year 2000?

  Suggest how you might spend your favorite holiday in the year 2000?

  After determining what age they will be in the year 2000, have students interview a person who is now about that same age to identify changes in eating patterns which have occurred in that person's lifetime.

- View the oldest film available which shows the interior of a grocery store. List the merchandizing changes which are revealed, and decide whether changes in methods of merchandising food have affected such life-style components as relationship patterns, eating patterns, and ease of providing nutritious meals. Brainstorm desirable changes in eating patterns which could occur by the year 2000.

Evaluation

Administer the food and nutrition pretest included on page 183.

Ask students to write a short essay describing how change is reflected in their food patterns. The essay should include:

Cultural background

Family patterns

Peer group eating habits

Patterns of work and leisure time

Personal values

RESOURCE

Katz, Deborah, and Marty T. Goodwin. Food: Where Nutrition, Politics, and Culture Meet. Washington, D.C.: Center for Science in the Public Interest, 1976, 11-14.

Food and Nutrition

Pretest[1]

Write true or false in the blank before questions 1 through 8. Questions 9 through 14 should be answered "I agree" or "I disagree"; these questions have no right or wrong answers.

_____ 1. Insects have little food value and to eat them may actually be harmful to one's health.

_____ 2. Meat is the most important food in all cultures.

_____ 3. The more a food costs, the more nutritive value it has.

_____ 4. When threatened with starvation and hunger in World War II, the Dutch ate tulip bulbs, and the Russians ate cats and dogs and rodents.

_____ 5. Both the availability and acceptability of food determine what people will eat.

_____ 6. One of the first things immigrants will change is their food ways, because fitting into their new culture in this way will make them feel more secure.

_____ 7. Eating meals with friends or family is one of the most important times of togetherness and communication for many people.

_____ 8. To improve the nutritional quality of someone's diet, it is usually necessary to educate him or her about nutrition only.

_____ 9. I love to try new and unusual foods.

_____ 10. My major consideration in choosing foods is the nutritive value.

_____ 11. I like homemade foods better than the food served in restaurants.

_____ 12. Certain foods are important to me because of my ethnic, religious, or regional background.

_____ 13. I will continue to prepare these foods when I am older.

_____ 14. I prefer eating with other people to eating alone.

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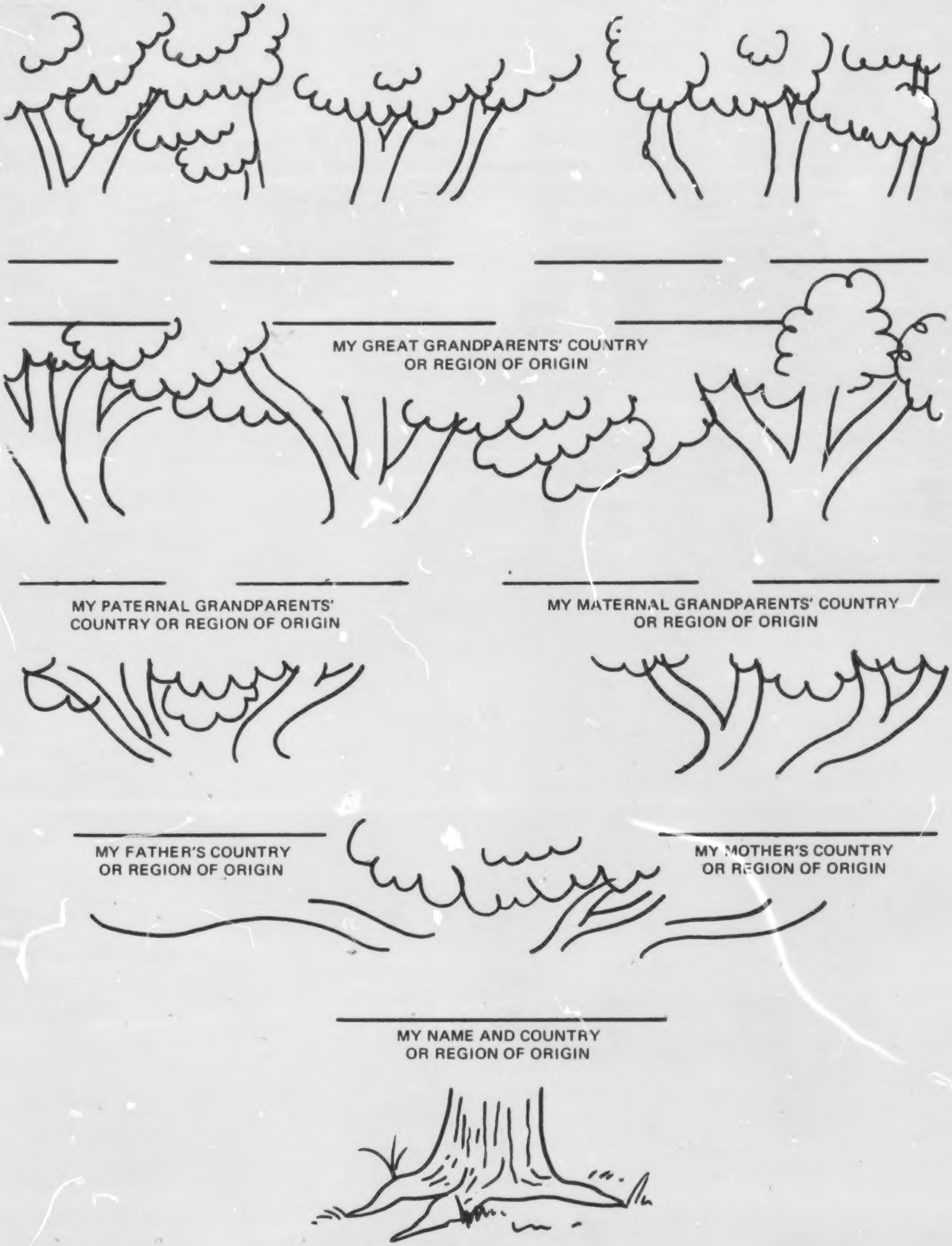
[1] From Where Nutrition, Culture, and Politics Meet. Reprinted with the permission of the Center for Science in the Public Interest.

My Culinary Roots



MY GREAT GRANDPARENTS' COUNTRY
OR REGION OF ORIGIN

MY PATERNAL GRANDPARENTS'
COUNTRY OR REGION OF ORIGIN

MY MATERNAL GRANDPARENTS' COUNTRY
OR REGION OF ORIGIN

MY FATHER'S COUNTRY
OR REGION OF ORIGIN

MY MOTHER'S COUNTRY
OR REGION OF ORIGIN

MY NAME AND COUNTRY
OR REGION OF ORIGIN

Family Rituals

On what holidays would your family serve a traditional meal?

Religious holidays

____________________	____________________
____________________	____________________

Family celebrations

____________________	____________________
____________________	____________________
____________________	____________________

National Holidays

Thanksgiving _____	Fourth of July _____
Christmas _____	Other ____________________

Select one holiday meal, and list the foods that are served on that day.

Check the three types of food that are most important in your holiday meals.

_____ Meat	_____ Dessert	_____ Vegetables
_____ Salad	_____ Beverages	_____ Breads

Describe any special ways in which your holiday meals are served?

Is food a part of the holiday family rituals in your family?

_____ Yes _____ No _____ Sometimes

Do you want food rituals to be a part of your future home?

_____ Yes _____ No _____ Not sure

Influences and Controls on Your Food Choices

Directions: Use the following chart to think through where you are as an individual in your food choices.

Components of life-styles that may influence or control your food choices.	How do each of the components influence your food choices?	Which components are fixed (unchangeable) at the present time?	Which ones do you want to change or plan to change in the future?
Tradition (family, religious, and ethnic background, cultural influences)			
Finances (money available to buy food)			
Peer pressure (food preferences of friends)			
Time (amount of time available to spend on eating)			
Work (Do location of work, hours of work, or type of work affect choices?)			
Leisure time (type and location of leisure activities)			

Favorite Foods

List your responses to the following questions. After completing the items, interview a grandparent and a parent. Ask the same questions. Compare and contrast your eating patterns to that of your grandparent and parent.

Your response	Parent's response	Grandparent's response

List your five favorite foods as a child.

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

List your five favorite foods as a teenager.

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

List your parent's five favorite foods. Your grandparent's.

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Were any foods listed in all three categories? List them.

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

What caused the changes in your eating patterns?

What are the differences between your eating patterns and your parents' and grandparents' eating patterns. What are the similarities?

Differences	Similarities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Explain how the differences in eating patterns cause conflicts between generations at Thanksgiving dinner.

Compare your results with the results of other members in your group and report group findings:

a. Is one food listed in all three categories?

b. What are three foods listed by most of the group?

c. What are two favorite foods eaten at home?

d. What are two favorite foods eaten away from home?

Calendar for the Year 2000

JANUARY

S	M	T	W	T	F	S
.	.	.	.	.	.	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	.	.	.	.	.

FEBRUARY

S	M	T	W	T	F	S
.	.	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	.	.	.	.

MARCH

S	M	T	W	T	F	S
.	.	.	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	.

APRIL

S	M	T	W	T	F	S
.	.	.	.	.	.	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	.	.	.	.	.	.

MAY

S	M	T	W	T	F	S
.	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	.	.	.

JUNE

S	M	T	W	T	F	S
.	.	.	.	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	.

JULY

S	M	T	W	T	F	S
.	.	.	.	.	.	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	.	.	.	.	.

AUGUST

S	M	T	W	T	F	S
.	.	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	.	.

SEPTEMBER

S	M	T	W	T	F	S
.	.	.	.	.	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	.	.	.	.

NOVEMBER

S	M	T	W	T	F	S
.	.	.	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	.	.

DECEMBER

S	M	T	W	T	F	S
.	.	.	.	.	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	.	.	.	.	.	.

Fashion Change Reflects Social Change[1]

An instructional strategy designed to help students at the advanced level see the relationship between fashion and social change

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Identify the mores, values, and general economic conditions of periods of American history that have affected fashion.

Analyze the relationship between societal changes and clothing styles.

Generalizations

Changes in male and female roles are the result of many historical and sociological factors.

Contemporary society is in a period of accelerated change.

Activities

The teacher may conduct the following activities to help students achieve the objectives:

- Fill an old trunk with dated clothing. Have students wear the clothing for an impromptu fashion show. Guess what year the garment was in style and what a woman's role was at that time in history.

  Note: Although thrift shops and friends' closets could provide resources for this activity, the teacher may wish to substitute one of the following activities: (1) invite a historical society or a local horseless carriage club to display old clothing; (2) visit the historical costume display of a museum; or (3) display pictures or filmstrips of historical costumes.

- Have students research a historical fashion period prior to 1970. Ask students to describe the fashions for the period selected and answer the following questions:

  If you lived in the United States during the period of history that you studied:

  What would you be wearing?

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[1] This strategy was adapted from a curriculum module developed by Ruth Sparling, Rosemead High School, El Monte High School District.

What role could you play or what role would you be expected to play?

Would you be eligible to vote?

Would you be eligible to attend a professional school?

What would your life expectancy be?

What kind of conveniences, or lack of conveniences, would influence housekeeping activities?

- Have students bring to class family pictures with captions indicating the historical period. If the safety of such pictures is assured, display them on a bulletin board. Old catalogs, textbooks, or yearbooks are sources of additional illustrations.
- Ask a panel of people of various ages to discuss the clothing that was in fashion when they were teenagers. Encourage discussion of student mores of the day.
- Give pairs of students cards on which the names of historical fashion terms are printed. Have each pair of students sort the cards into three categories: (1) styles that were only used in one period of fashion; (2) styles that have been adapted and repeated; and (3) styles that are unfamiliar to us.

Such terms could include:

Crinoline
Cummerbund
Bustle
Train
Corset
Knickerbockers
Bloomers
Leg-o-mutton sleeve
Hobble skirt
Petticoats
Lace jabot
Empire look
Harem skirt
Trapeze
Pallazzo pants
Goggles
Flatteners
Garters
Silk stockings
Bolero
Chanel jacket
Spike heel
Wedge

Muff
Tunic
Cloche
New Look
Peplum
Miniskirt
Sacque
Paisley shawl
Roman sandal
Tartans
Parasol
Fur boa
Feather boa
Chemise
Caftan
Capote
Tent
Hoop
Zouave jacket
Cape
Scoop bonnets
Frogs
Dirndl/broomstick skirt
Dusters

Discuss with students the roles of women when the various styles were popular.

Evaluation

As a pretest and post-strategy evaluation, ask such questions as these:

What are two examples of historical fashions that reflect the prevailing role of women?

What is the relationship between social change and clothing styles?

RESOURCES

American Costume. Photo Lab., Inc., 3835 Georgia Avenue, N.W., Washington, DC 20011.

American Woman, Two Hundred Years of Authentic Fashion. Butterick Publishing, P. O. Box 1945, Altoona, PA 16603.

Graef, Judy, and J. Strom. Concepts in Clothing. New York, N.Y.: McGraw-Hill Book Co., 1976.

One Hundred Years of Fashion. Prepared by James Laver for McCalls Patterns Education Service, 1976.

Reflections of Edith Head. Los Angeles, Calif.: California Museum of Science and Industry, 1976.

Wilcox, R. Turner. Five Centuries of American Costume. New York, N.Y.: Charles Scribner's Sons, 1976.

Not Together Now[1]

An instructional strategy designed to help students at the advanced level examine and clarify some of society's past and present positions on divorce

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Consider their own attitudes and value judgments about divorce and separation.

Identify major economic, social, educational, and role-expectation changes that have contributed to an increased rate of divorce.

Examine possible causes of marital separation and divorce.

Differentiate between past and present attitudes toward divorce.

Identify various problems that separation and divorce bring to individuals and families.

Suggest ways of dealing constructively with problems of separation and divorce.

Propose ways of establishing satisfactory step-parent/step-child relationships.

Generalizations

The major reasons for the increasing divorce rate can be found in economic, education, and role-expectation changes.

> The differences in marriage dissolution rates among subcultures may be studied by examining such variables as education, income, expectations, and societal pressures to maintain the marriage.
>
> The duration of interpersonal commitments appears to be changing.

The number of states adopting no-fault divorce laws is an indication of society's acceptance of divorce.

Consequences of divorce affect the life-style of the formerly married, the remarried, and their kin.

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[1] This instructional strategy was adapted from a curriculum module developed by Pat Campbell, Monte Vista High School, San Ramon Valley Unified School District.

Preparation for remarriage is affected by how the first marriage ended and whether children were involved.

Consequences of desertion and separation also affect lifestyles.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- Introduce the strategy by asking the students to indicate by a show of hands whether they are related to a divorced man or woman. Discuss the objectives of the strategy.
- Administer the "Divorce Attitude Inventory" included on page 202. Collect the completed inventories and retain until the end of the strategy.
- Construct on a bulletin board a value continuum entitled, "Where Do You Stand?"

Divorce

Life-long Larry
and Laura
(absolutely, never)

Fickle Fanny
and Fred
(try, try again)

Give each student a small piece of construction paper and ask him or her to write his or her name on it. Ask the students to come to the board and indicate their present attitudes about divorce by placing their markers on the continuum. Encourage students to discuss their reasons for their present positions; note the reasons given. Leave the continuum posted during the entire sequence so that students who wish to change their positions may do so.

- Collect current published material that deals with the topic of divorce. The Reader's Guide to Periodical Literature should identify numerous articles on divorce. Organize the students into small groups for discussion of the readings. Each group should make a list of those factors that influenced marriage dissolution. Each group should report to the class the most significant findings.
- Organize two panels. One panel is to consist of knowledgeable resource people (members of blended families, counselors, lawyers, and so forth) and the other panel is to consist of students who will ask questions. Ask the resource persons not to give prepared speeches but to talk in a nontechnical, down-to-earth manner. The student panel members should ask appropriate, pertinent, and clearly-stated questions. After some dialogue between the two panels, the moderator should encourage the remaining class members to participate. Possible topics include the following:

  Causes of marital failure

  Problems encountered in adjusting to life after divorce or separation

  Problems that children of divorced and separated parents face

- Discuss the commentary in such song lyrics as "Husbands and Wives," by Neil Diamond, and "Lover's Cross," by Jim Croce.
- View filmstrips and films and discuss them. Use the structured questioning strategy included on page 28 or the discussion guides that accompany the films. Suggested filmstrips are:

  My Parents Are Getting a Divorce

  Divorce: Part I and Part II

  You/Me/We: Making Marriage Work

  The Family in Transition: Divorce I and II

  Suggested films are:

  Not Together Now: End of a Marriage

  Honeymoon

  Divorce, American Style

  Dial M for Murder

  First Year, A.D.

  A Place for Aunt Lois

  Feeling Left Out

  Diary of a Mad Housewife

  Days of Wine and Roses
- As a class, small group, or individual project, have the students design and create a flip-chart. Instructions for making a flip-chart are included on pages 205-206. The class could discuss what to include on the flip-chart. Individual students could be responsible for researching and creating portions of the chart. The content could include:

  1. The major economic, social, educational, and role-expectation changes that have contributed to the increase in divorce rate.
  2. The alleged and actual causes of divorce.
  3. Divorce statistics such as:

     During what years of marriage are divorces more likely to occur?

     Which spouse usually initiates the divorce proceedings?

     Does the rate of divorce differ among occupational groups, socioeconomic groups, racial or ethnic groups, or people from various regions?

     What is the frequency of divorce?

     What are the attitudes, customs, and laws relating to divorce in America and in other countries and cultures?

- Invite a lawyer to speak about procedures involved in the divorce process, past and present laws, divorce costs, alimony, and the criteria for granting custody of the children.
- Discuss the statement: "You can be an ex-spouse, but you can never be an ex-parent."
- Organize a forum for discussing the changing or unchanging positions the church takes towards divorce. Invite a local minister, a rabbi, and a priest.
- Invite speakers from the Family Service Association to discuss divorce counseling; a psychiatrist could discuss psychological and physiological stress of divorce and separation; a conciliation court counselor could discuss the role of the court.
- Divide the class into small groups and assign one of the following tasks to each group:

  Write an ideal divorce law.

  Plan weekend activities for a divorced father of three who has full custody of the children.

  Develop a workable survival plan for a deserted mother of three who has no previous work experience and no saleable job skills.

  Divide the property of a typical household between antagonistic partners in a divorce.

  Write a scenario entitled, "Christmas Without Dad" (or Mom).

  Develop a schedule for child support payments for a situation in which no spousal support is ordered.

Noncustodial parent's net monthly income	Schedule for child support payments		
	One child	Two children	Three or more children
$ 400	$ 100	$ 100	$ 100
700			
900			
1,200			
1,500			
2,000			

- Have various class members debate the following topics:

  RESOLVED: Divorce rituals are necessary.

  RESOLVED: Most women are just one husband away from welfare.

  RESOLVED: The state should grant a divorce to any spouse filing a petition.

  RESOLVED: A divorced person should not be permitted to remarry until he or she has had a specified number of sessions with a counselor or has taken a course for adults on marriage and family.

- Have the students interview men and women who have been legally divorced or who have ended a consensual relationship and report to the class whether the problems were different for the two sexes or for the two types of relationship.

- Students may tape an interview with members of blended families (parts of two families reorganized into a new family). Students should determine before the interview what questions they will ask. Possible questions are:

  How long did you know your present spouse before your marriage?

  How did you meet?

  How did you decide where you would live?

  Does a remarriage affect custodial arrangements of the children?

  How can one best handle such personal items as old momentos, picture albums, and so forth?

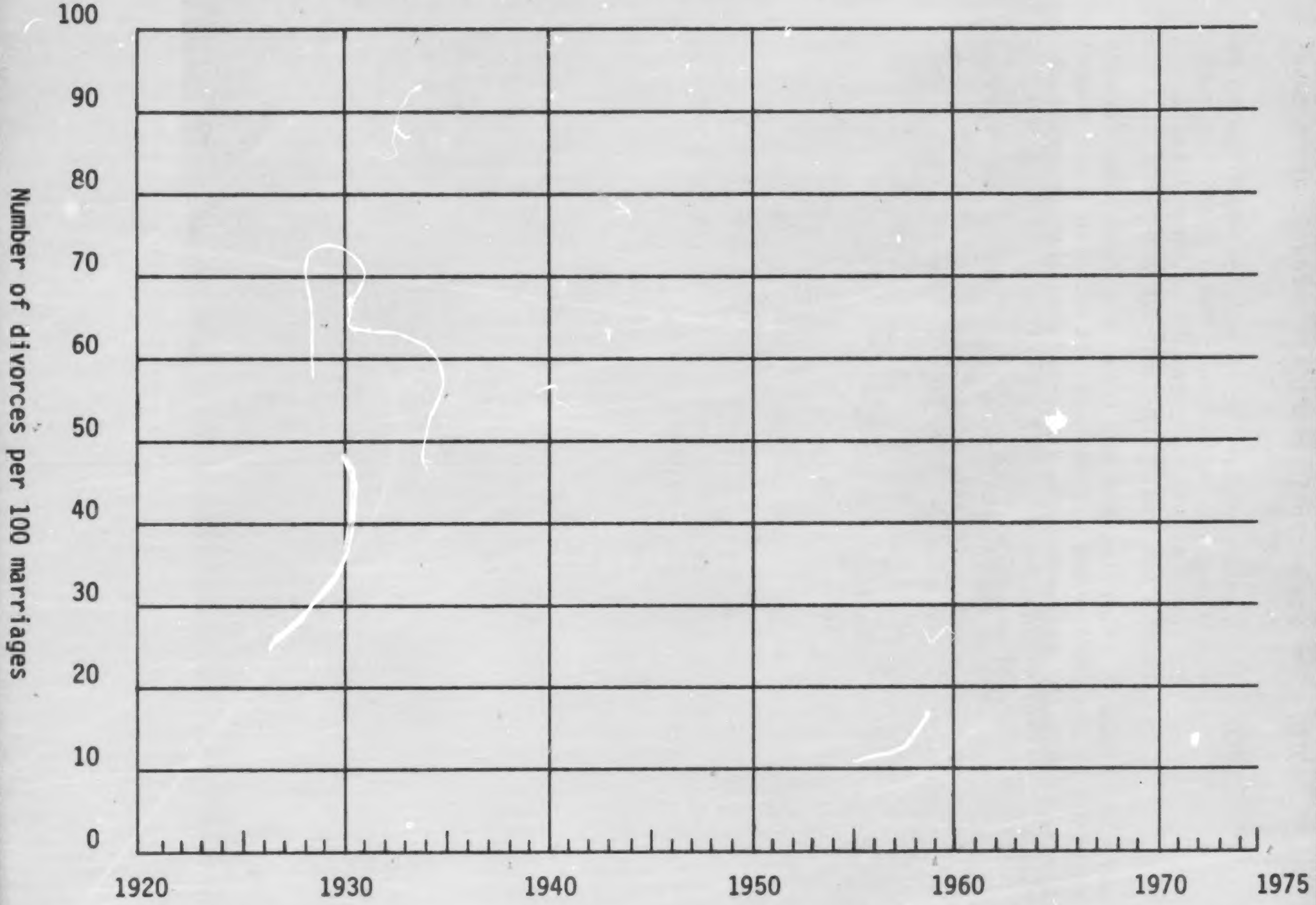
  What advice would you give to persons contemplating a remarriage in which children are involved?

  Play the tape for the class.

- Write an editorial for a local newspaper, synthesizing the influences of the culture on divorce and vice versa.

- Use appropriate library resources to complete the graph on page 198. Show the number of divorces per 100 marriages between 1940 and 1975.

Divorces Per 100 Marriages in the United States



- Write and produce a skit of less than five minutes in which the actors show a proper way of explaining to children that their parents are divorcing. Allow one point for each of the following which occur:

  Children are given assurances that they are not to blame for the divorce.

  Children are not blamed for the divorce; and blame is not placed elsewhere.

  Assurances are given that despite the parental differences, both still love the children as they always have.

  Acknowledgements are made that grownups can make mistakes.

  Both parents speak calmly and simply.

Evaluation

Give the students a piece of paper on which is drawn a divorce value continuum similar to the one posted on the board. Ask students to note with an "X" on the continuum their position at the beginning of the strategy and with an "O" their position at the completion of the strategy. Have the students discuss reasons for their positions.

OR

Ask the students to complete the "Divorce Attitude Inventory" a second time. Return the original inventories so they can compare their answers and note why they had or had not changed their attitudes.

FHA-HERO members can design a resource to help the displaced homemaker become aware that in her career as a homemaker she has developed skills that make her employable. A displaced homemaker is defined as a person who is not gainfully employed and who:

Provided unpaid household services for family members for many years

Cannot get a job because of inadequate education or job skills

Was supported by an income source that has stopped or will soon stop

This resource could be a graphic display, a brochure, or a media presentation. It could be disseminated through such community facilities as shopping centers, adult education programs, churches, libraries, or business establishments.

RESOURCES

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Donelson, Kenneth, and Irene Donelson. *Married Today, Single Tomorrow*. New York, N.Y.: Doubleday & Co., Inc., 1969.

Explaining Divorce to Children. Edited by Earl A. Grollman. Boston, Mass.: Beacon Press, 1969.

Feeling Left Out (16 mm film). AIMS Instructional Media Service, Inc., P. O. Box 1010, Hollywood, CA 90028.

First Year, A.D. (Film). Franciscan Communication Center, 1229 S. Santee, Los Angeles, CA 90015.

Gettleman, Susan, and Janel Markowitz. *Courage to Divorce*. New York, N.Y.: Simon & Schuster, 1974.

Goodman, Elaine, and Walter Goodman. *The Family: Yesterday, Today and Tomorrow*. New York, N.Y.: Farrar, Strauss, and Giroux, 1975.

Grollman, Earl A. *Talking About Divorce, A Dialogue Between Parent and Child*. Boston, Mass.: Beacon Press, 1975.

Honeymoon (Film, 16 mm). ACI Media, 35 West 45th Street, New York, NY 10036.

Klemer, Richard H., and Rebecca M. Smith. *Teaching About Family Relationships*. Minneapolis, Minn.: Burgess Publishing Co., n.d.

Koch, Harry W. *California Marriage and Divorce Law*. San Francisco, Calif.: Ken Book Co., 1973.

Krantzler, Mel. *Creative Divorce*. New York, N.Y.: M. Evans Co., 1975.

Martin, Albert. *One Man Hurt*. New York, N.Y.: Ballantine Books, Inc., 1975.

My Parents Are Getting a Divorce (Two filmstrips and cassettes). Human Relations Media Center, 39 Washington Avenue, Pleasantville, NY 10570.

Not Together Now: End of a Marriage (16 mm film, 25 min.). Polymorph Films, 331 Newbury Street, Boston, MA 02115.

Roosevelt, Ruth, and Jeanette Lofas. *Living in Step*. New York, N.Y.: Stein and Day, 1976.

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

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Simon, Anne W. *Stepchild in the Family: A View of Children in Remarriage*. New York, N.Y.: The Odyssey Press, 1964.

Skolnick, Arlene, and Jerome H. Skolnick. *Family in Transition, Rethinking Marriage, Sexuality, Child Rearing, and Family Organization*. Boston, Mass.: Little, Brown, and Co., 1971.

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"The Broken Family: Divorce U.S. Style," *Newsweek*, (March 12, 1973), 47-57.

The Family in Transition (Six filmstrips). Butterick Publishing Co., P. O. Box 1945, Alton, PA 16603.

Walsh, Jill P. *Goldengrove*. New York, N.Y.: Farrar, Strauss, and Giroux, Inc., 1972.

Weiss, Robert S. *Marital Separation*. New York, N.Y.: Basic Books, Inc., 1975.

What About Marriage? (Three filmstrips and cassettes). Sunburst Communications, 52 Clemons Avenue, Pound Ridge, NY 10576.

Willis, Richard. *How to Get It Together When Your Parents Are Coming Apart*. New York, N.Y.: David McKay Co., Inc., 1976.

Women in Transition, Inc. *Women in Transition: A Feminist Handbook on Separation and Divorce*. New York, N.Y.: Charles Scribner's Sons, 1975.

You/Me/We: Making Marriage Work (Filmstrip). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Divorce Attitude Inventory

Read each of the statements below, and rate each of them as follows:

A = Agree; D = Disagree; N/O = No opinion.

	A	D	N/O
1. It is unrealistic to expect two people to stay together for as long as 40 years.	A	D	N/O
2. Present divorce laws are more humane than those of 30 years ago.	A	D	N/O
3. Divorce rituals are necessary.	A	D	N/O
4. The most prevalent feeling accompanying divorce is anger.	A	D	N/O
5. In the long run, divorce does not do any damage to children.	A	D	N/O
6. Children should be allowed to decide which parent should have custody.	A	D	N/O
7. Lower-income families have the highest divorce rate.	A	D	N/O
8. National marriage and divorce laws are needed in the United States.	A	D	N/O
9. Remarriage should not be permitted until former spouses have had a specified number of visits with a counselor or have taken a course for adults on marriage and family.	A	D	N/O
10. The California Family Law Act of 1970 eliminates the idea of fault and has resulted in easier "dissolution of marriage." I think the government should do everything possible to make divorces easier to obtain.	A	D	N/O
11. By emphasizing the importance of a happy, secure home for children, we are indirectly saying that marriages with unhappy, insecure homes should be ended.	A	D	N/O

12. Good reasons to end a marriage are:

Mental and/or emotional breakdown	A	D	N/O
Alcoholism	A	D	N/O
Drug addiction	A	D	N/O
Cruelty	A	D	N/O
Neglect	A	D	N/O
Stinginess	A	D	N/O
Adultery, unfaithfulness	A	D	N/O
Imprisonment or conviction of a crime	A	D	N/O
Incurable insanity	A	D	N/O
Incompatibility, partners have grown in different directions	A	D	N/O
Infecting spouse with venereal disease	A	D	N/O
Unhappy sex life	A	D	N/O
Violent and ungovernable temper	A	D	N/O
Failure to provide	A	D	N/O
Disenchantment	A	D	N/O

13. Reasons that divorce is on the increase are:

Society no longer frowns on divorce.	A	D	N/O
More persons have basic character defects.	A	D	N/O
Greater family mobility.	A	D	N/O
Higher unemployment rates.	A	D	N/O
People are less hypocritical (refuse to keep marriage together for the sake of children).	A	D	N/O
Fewer legal restrictions (Divorce is much easier to obtain.)	A	D	N/O
Women's movement has caused women to be more independent.	A	D	N/O
More sexual freedom.	A	D	N/O

People have unrealistic expectations for marital happiness.	A	D	N/O
More people can afford it.	A	D	N/O
Marriage laws are not strict enough.	A	D	N/O

Instructions for Making a Flip Chart

To make a flip chart, students will need the following:

A story (The story can be one you have written or one you have read. Such syndicated columnists as Ann Landers, Ellen Goodman, and Erma Bombeck often write copy that can be used. Topics like "Love Is . . ., Infatuation Is . . ." can also be illustrated.)

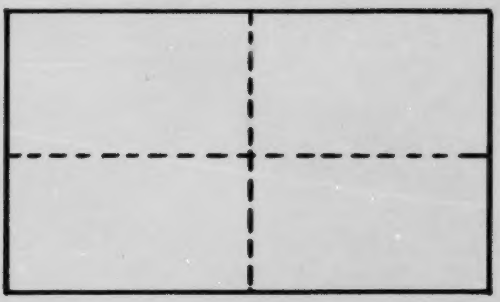
Light-weight, white poster board, size 18" x 24" (45 cm x 60 cm)

Watercolor pens or a variety of magazines, pictures, scissors, and glue

Two 3" (7.5 cm) diameter loose-leaf rings

1. Read through the story carefully, and visualize how many pictures should be used. Do not try to use too many. Mark the pauses in the story, indicating when you will pause to flip the pictures.

2. Cut each poster board into four pieces.



3. Make the drawings first in pencil, then with watercolor pens on the small pieces of poster board; or look through magazines and find pictures you wish to use. Cut them out and arrange them on the poster board before gluing them.

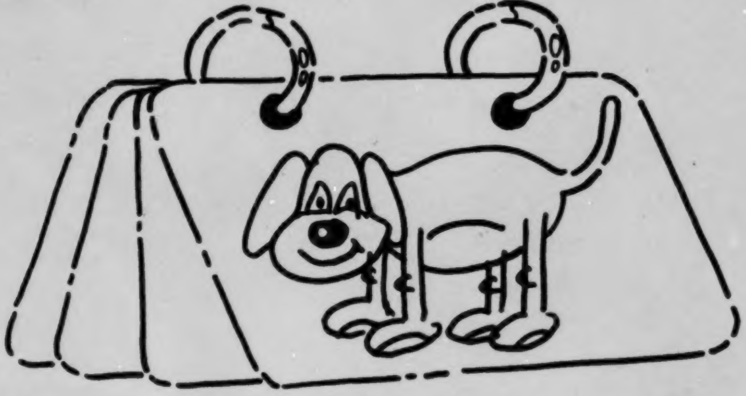
4. Number each picture (lightly with pencil so it may be erased later) in order.

5. Cut your story copy where you have marked the pauses.

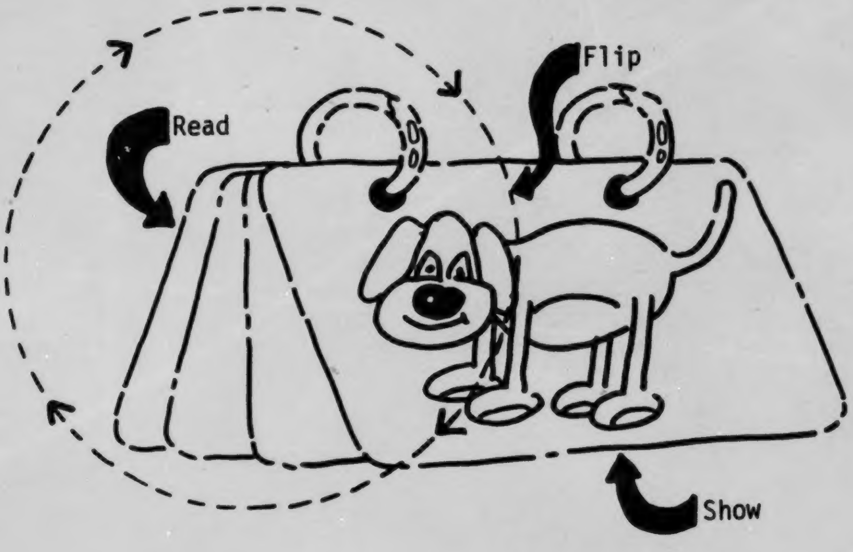
6. Paste or tape the first copy segment to the reverse side of the second picture, the next segment to the reverse side of the third picture, and so forth. The final copy segment should be on the reverse side of the first picture.

7. Punch two holes in the poster board, about 2 inches (5 cm) from the side and 1 inch (2.5 cm) from the top.

8. Open rings, and put the pictures on them in order; start with picture number one at the back.



9. You should be able to read the story copy that goes with the front picture. After reading the copy, flip the copy page forward; continue reading and flipping in the same manner until you have read the entire story.



Begin by showing picture 1 and reading the accompanying copy, which is facing you. This copy will actually be on the reverse side of picture 2.

Resolving Conflicts[1]

An instructional strategy designed to help students at the advanced level consider the dilemmas and the opportunities generated by the changing social and sexual roles for men and women

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Identify differences among roles played in the home, with friends, and at school.

Identify the differences in sex-role expectation of several groups.

Identify ways of coping with conflict created by increasing role options.

Suggest creative opportunities generated through increasing role options.

Recognize flexibility and responsibility in life-style options.

Generalizations

Understanding the concept of role can help resolve intrapersonal conflicts.

At any given time each person performs a number of roles.

An individual's commitment to his or her various roles may result in intrapersonal conflicts.

As more role options develop, interpersonal relationship conflicts could increase, or all disagreements could vanish.

When a society consists of individuals from many subcultures representing different value systems and role expectations, understanding and knowledge of the various subcultures are important to interpersonal relationships.

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[1] This instructional strategy was adapted from curriculum modules developed by Diana Kleinert, Corcoran High School, Corcoran Unified School District, and Maureen Marconi, Westminster High School, Huntington Beach Union High School District.

Activities

Teachers may use the following activities to help students achieve the objectives:

- Ask students to answer the question: "If you could tell people who you are in five words, which five words would you choose?" Then, define a role as a set of behaviors expected of a person in a particular position. Did the students choose words which describe the many roles they play? Discuss the variety of roles played at home, at school, and with friends.
- Complete the "Roles on a Time Line" exercise included on page 212.
- Administer the adaptation of the Youth 1976 survey included on page 213. Divide the class into four groups:

  Group 1 -- Those agreeing with 3-c.

  Group 2 -- Those agreeing with 3-d.

  Group 3 -- Those disagreeing with 3-c.

  Group 4 -- Those disagreeing with 3-d.

  Have each group list reasons for its answers and explore influences on opinions regarding sex roles.

  Report to the class the result of the small group discussion.

  Allow students to compare their responses with those of the nationwide sample as reported on page 215.
- Distribute one of the many sex-role opinionnaires available. Sample opinionnaires are included on pages 217 and 221. Tell the students that an analysis of family tasks reveals that such roles as wage-earner, housekeeper, child-care giver, child socializer, emotional support person, economic decision maker, and social decision maker may be in the process of change. Ask the students to analyze their answers to the opinionnaires to determine whether they have a traditional or a contemporary view of the roles of men and women.
- Have each student administer the same opinionnaire to other persons. The students will need to note on the opinionnaires information about the persons completing them. Information concerning sex, age, occupation, and ethnic background will be needed for analysis of the opinionnaires. Students should study the opinionnaires and draw tentative conclusions about the role expectations of various subcultural groups. Discuss the lists of tentative conclusions, and have all class members discuss their findings. What generalizations can be drawn? Discuss these. What are some possible conflicts that might arise when sex-role expectations differ? How might they be resolved?
- View the filmstrip, Personality: Roles You Play. Discuss peer-group conflicts that may be the result of changing sex-roles.
- Role play situations in which a conflict exists in a family because of changing roles. Role play situations in which members of the family define their feelings, resentments, and expectations. Try a family with a nonworking father, a family with a mother who is not gainfully employed outside the home, a family in which both parents work outside

the home, and a family in which one parent is a student. (Other role playing situations and activities are included in Interact's simulation game, "Herstory," pages 20-22, 40; see Resources, page 211.) Discuss how these conflicts may be resolved.

- View the film Free to Choose. Discuss whether, in a partnership, the wife/mother roles can be changed without changing the husband/father roles.
- With more role alternatives available, couples may have different expectations regarding marriage. Discuss how these role conflicts might be resolved.
- Invite a group of men to discuss with the class the changes in their personal self-image, life-style, and attitude toward their wives that were brought about by their wives' entry into the labor force.
- Invite to class a young couple with no children, a young couple with children, couples who are reversing traditional sex-role allocations, and/or an older couple. Have the guests discuss how the wife's working affects the marriage, whether the woman should be home when children return from school, the effects on children of the mother's working, wages of the wife and husband, and whether women who choose to say home should be paid.
- Divide the class into six groups. Give three of the groups large pieces of paper entitled "Disadvantages of a Wife/Mother in Gainful Employment" and three of the groups large pieces of paper entitled "Advantages of a Wife/Mother in Gainful Employment." Give students five minutes to list on the paper as many advantages/disadvantages as they can. The rules for brainstorming should be reviewed before starting the exercise (see page 12). At the end of five minutes, combine the three groups brainstorming "Disadvantages," and combine the three groups brainstorming "Advantages." Have the two new groups compare their lists and identify the five major advantages or disadvantages. Then, have the two groups exchange papers and again decide on the five major advantages and disadvantages. Discuss the results.
- Repeat the process with papers entitled "Disadvantages or Advantages to a Husband/Father with a Wife/Mother in Gainful Employment." Discuss the results.
- View one or all of the films in the series, Being a Woman.
- Without mentioning the idea of sex-role stereotyping, describe to the students the following hypothetical situation: "You are the parent of twins, Billy and Susan, age six (or whatever age you wish). You feel it is time to identify family responsibilities for each child." Have the students list appropriate responsibilities for each child. When the students have made their lists, write the names of the twins on the chalkboard and under each name write the responsibilities that the class suggests for each child. When they have finished (or you have a good list), stop and ask if there would be any objection to your switching the names at the top of each list.[1]

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[1] Activity developed by Karen Slater, Bakersfield High School, Kern High School District.

- Have students write a character sketch of the woman who functions as their mother figure. Students should use mother's given name as they write about her. Ask them to try to probe beyond the role she plays to identify the woman herself, considering her appearance, her work, her hobbies, early dreams for herself, her hopes, and her disappointments.
- Arrange for a panel of men and women in nontraditional occupations to speak to the class. The panel might include a policewoman, male nursery school teacher, female plumber, male nurse, male secretary, and others. A list of questions to be given to the panel members in advance might include:

  How did you decide you wanted to do the kind of work you are presently doing?

  What satisfaction/challenges does your job give you that you might not have in a more traditional job?

  What difficulties have you experienced on the job?

  Are any of the difficulties related to sex?

  Would you change your job choice if you could start over? If so, how and why?

Play the "Role Conflict Game" included on page 222.

Evaluation

Have students complete again the Youth 76 survey or the sex-role questionnaire to determine whether they have had changes in attitude.

Decide why students have or have not changed their minds.

Ask students to list all of the roles they might play in a lifetime.

RESOURCES

Avoiding Stereotypes--Principles and Applications. Boston, Mass.: Houghton Mifflin Co., 1975.

A Woman's Place (Four filmstrips). Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, NY 10591.

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Bernard, Jessie. Women, Wives, Mothers: Values and Options. Chicago, Ill.: Aldine Publishing Company, 1975.

Exploring Contemporary Male-Female Roles: A Facilitator's Guide. Edited by Clarke G. Carney and Sarah Lynne McMahon. La Jolla, Calif.: University Associates, Inc., 1977.

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Guttentag, Marcia, and Helen Bray. Undoing Sex Stereotypes: Research and Resources for Educators. New York, N.Y.: McGraw-Hill Book Company, 1976.

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Sargent, Alice. Beyond Sex Roles. St. Paul, Minn.: West Publishing Co., 1977.

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Stanford, Barbara, and Gene Stanford. Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity. New York, N.Y.: Bantam Books, 1976.

Today's Changing Roles: An Approach to Nonsexist Teaching. Developed by Educational Challenges, Inc. Washington, D.C.: Resource Center on Sex Roles in Education, 1974.

Women's Films--A Critical Guide. Bloomington, Ind.: Indiana University Audiovisual Center, 1975.

Women's Roles and Education: Changing Traditions in Population Planning. Compiled by Gladys Gary Vaughn. Washington, D.C.: American Home Economics Association, 1975.

Roles on a Time Line[1]

A time-line approach can help students visualize the overlapping of roles they will play during their life span. To use a form like the one below, students need to understand the word "role." Encourage students to speculate on time spans for roles even though they may not be accurate.

People fulfill different roles at different times in their lives. Below on the left are two roles and space for you to add others. After you have listed other roles you believe you may perform during your life, shade in the time lines at the ages you anticipate doing them. There may be interruptions in some roles; others you may perform continuously for the rest of your life. We will discuss your time lines and the questions below when you finish.

	Years of age													
Roles	0	5	10	15	20	25	30	35	40	45	50	55	60	?
Worker														
Son/daughter														

1. Which role on your time line spans the longest time?
2. At what ages does your time line indicate you will function in the most roles?
3. What difficulties are likely to occur when you are performing so many roles at once?
4. Which role was most difficult to estimate a time span for? Why?

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[1] Adapted from Illinois Teacher of Home Economics, Vol. XX, No. 4 (March/April, 1977), 168.

Life-Styles Questionnaire[1]

1a Listed below are descriptions of five somewhat different styles of life. Which ONE style would you say is MOST APPEALING to you? Record below under Q.1a. (CHECK ONLY ONE ANSWER.)

1b Which ONE style is LEAST APPEALING to you? Record below under Q.1b.

1c And which ONE style do you think will best describe you 15 years from now? Record below under Q.1c. (CHECK ONLY ONE ANSWER.)

		Q.1a MOST appealing	Q.1b LEAST appealing	Q.1c Best describes you 15 years from now
1.1	A successful executive or professional, living with (wife/husband) and children in a good residential neighborhood.	______	______	______
1.2	A (bachelor/single woman) with a good job, living well in an expensive apartment in a major city	______	______	______
1.3	Someone free of social responsibility and obligations, living where and with whom you please and not worrying much about money or work	______	______	______
1.4	A dedicated (man/woman) working to solve serious social problems, but not too concerned about the material comforts of life	______	______	______
1.5	An average family man with routine job and time for family and own interests. (An average housewife, raising children, with time for own interests.)	______	______	______

2. Which ONE statement listed below best describes your feelings about marriage? (CHECK ONLY ONE ANSWER.)

a. Marriage is a great thing .... ______

b. Although many marriages are less than perfect, I believe most people should get married .... ______

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[1] Teaching Topics, Vol. 26, No. 1 (Winter, 1977). New York, N.Y.: American Council on Life Insurance, Health Insurance Institute.

c. Although some marriages do work out, most marriages are unhappy, and people should seriously consider remaining unmarried .... ____

d. Marriage is an outmoded institution and should be abolished .... ____

3. Below you will find a list of statements. Read each one, and indicate whether you agree strongly with the statement, agree somewhat, disagree somewhat, or disagree strongly. (CHECK ONLY ONE ANSWER PER STATEMENT.)

STATEMENTS	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
a. Hard work almost always pays off	____	____	____	____
b. It is perfectly all right to be married and to choose not to have children	____	____	____	____
c. If a woman has children, she shouldn't go to work until they are grown, unless it's an economic necessity	____	____	____	____
d. While there are some exceptions, the statement "Woman's place is in the home" still makes sense	____	____	____	____

RESULTS OF LIFE-STYLE SURVEY

Many of the 2,289 young people who made up the national sample used in the American Council of Life Insurance survey, Youth 1976, are like the students you come in contact with every day. Perhaps because of this similarity you would find it interesting to compare your students' responses to several additional finance and life-style-related questions to the responses of the survey group. Do the responses of your students differ significantly from those of the national sample? Can you think of reasons that might explain these differences? Consider how such factors as the ages of your students, their socioeconomic status, their cultural backgrounds, their educational levels, and their family compositions and life-styles affect the answers they give. You can build upon the involvement of your students in answering these questions to discuss the findings and broad implications of the Youth 1976 survey. The numbers in parentheses refer to the percentage of students in the national sample who have chosen each response. In question 1 there are two percentage figures listed: the first for male respondents, the second for female.

1a Listed below are descriptions of five somewhat different styles of life. Which ONE style would you say is MOST APPEALING to you? Record below under Q.1a. (CHECK ONLY ONE ANSWER.)

1b Which ONE style is LEAST APPEALING to you. Record below under Q.1b.

1c And which ONE style do you think will best describe you 15 years from now? Record below under Q.1c. (CHECK ONLY ONE ANSWER.)

		Q.1a MOST appealing	Q.1b LEAST appealing	Q.1c Best describes you 15 years from now
1.1	A successful executive or professional, living with (wife/husband) and children in a good residential neighborhood.	(32)(34)	(10) (8)	(35)(30)
1.2	A (bachelor/single woman) with a good job, living well in an expensive apartment in a major city	(25)(19)	(14)(15)	(13) (8)
1.3	Someone free of social responsibility and obligations, living where and with whom you please and not worrying much about money or work	(16)(10)	(30)(38)	(9) (5)

1.4	A dedicated (man/woman) working to solve serious social problems, but not too concerned about the material comforts of life	(6) (8)	(23)(17)	(7) (6)
1.5	An average family man with routine job and time for family and own interests. (An average housewife, raising children, with time for own interests.)	(18)(25)	(20)(18)	(34)(49)

2. Which ONE statement listed below best describes your feelings about marriage? (CHECK ONLY ONE ANSWER.)

a.	Marriage is a great thing	(33)
b.	Although many marriages are less than perfect, I believe most people should get married	(44)
c.	Although some marriages do work out, most marriages are unhappy, and people should seriously consider remaining unmarried	(18)
d.	Marriage is an outmoded institution and should be abolished	(4)

3. Below you will find a list of statements. Read each one and indicate whether you agree strongly with the statement, agree somewhat, disagree somewhat, or disagree strongly. (CHECK ONLY ONE ANSWER PER STATEMENT.)

STATEMENTS	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
a. Hard work almost always pays off	(41)	(37)	(14)	(6)
b. It is perfectly all right to be married and to choose not to have children	(59)	(28)	(8)	(4)
c. If a woman has children, she shouldn't go to work until they are grown, unless it's an economic necessity	(35)	(30)	(21)	(13)
d. While there are some exceptions, the statement "Woman's place is in the home" still makes sense	(15)	(33)	(26)	(25)

Husband/Wife Chores Inventory

Beside each statement circle "H" if you feel this is something the husband alone should do; circle "W" if you feel this is something the wife alone should do; circle "B" if you feel this is something either or both the husband and wife should do.

1. Does the dishes H W B
2. Decides where to go on family vacations H W B
3. Mows lawn H W B
4. Does the wash H W B
5. Decides on the children's bedtime H W B
6. Fills out income tax at end of year H W B
7. Decides on arrangement of furniture in home H W B
8. Puts children to bed H W B
9. Decides when and for what purposes car is used H W B
10. Drives car H W B
11. Sweeps H W B
12. Decides what social invitations are accepted H W B
13. Does outside painting H W B
14. Dusts H W B
15. Decides what clothes children should wear on special occasions H W B
16. Decides on major purchases such as car, TV set, furniture H W B
17. Decides on interior decoration (materials, pictures, color schemes, and so forth) H W B
18. Gets children up in morning H W B
19. Decides when minor household repairs are to be done H W B
20. Cleans up yard H W B
21. Cooks breakfast H W B
22. Decides whom to invite as guests H W B
23. Cooks dinner H W B
24. Decides on how much spending money children should have H W B
25. Decides when and what major home repairs or improvements are needed H W B
26. Decides on what should be served when company comes H W B

27. Delivers and picks up children from friends' homes, movies, and so forth H W B

28. Decides when and what outside work is to be done in yard H W B

29. Does inside painting H W B

30. Does ironing H W B

31. Decides what husband and wife do on evening out H W B

32. Puts up screens or storm windows H W B

33. Cleans kitchen stove H W B

34. Decides on what chores children have to do H W B

35. Signs checks H W B

36. Selects household furnishings H W B

37. Takes children to doctor H W B

38. Decides when and what outside painting should be done H W B

39. Cleans and washes car H W B

40. Buys groceries H W B

41. Decides when and where family goes on outings H W B

42. Cleans out gutters and eaves H W B

43. Cleans bathroom H W B

44. Decides on whether children's school marks are satisfactory H W B

45. Decides whether or not husband should take a new job H W B

46. Decides on whether house is neat and nice looking H W B

47. Buys children's birthday and holiday gifts H W B

48. Decides when lawn should be mowed H W B

49. Locks up at night H W B

50. Sets table H W B

51. Decides whether or not husband and wife will go out for the evening H W B

52. Makes minor household repairs H W B

53. Bakes H W B

54. Decides how far from home children are allowed to go H W B

55. Decides how much should be spent on gifts at Christmas or other holidays H W B

56. Decides which house or apartment is best to move into H W B

57. Signs report cards H W B

58. Decides when to put up screens or storm windows H W B

59. Earns family income H W B

60. Clears table H W B

61. Decides what letters to friends need to be written or answered H W B

62. Moves heavy furniture H W B

63. Scrubs floors H W B

64. Decides what shows, movies, and parties children can go to H W B

65. Decides about things like insurance, savings, and investments H W B

66. Decides on food budget H W B

67. Goes to PTA meetings H W B

68. Decides when and what work has to be done on the car H W B

69. Does gardening H W B

70. Makes beds H W B

71. Decides how to travel when family trip is being planned H W B

72. Takes out wash and garbage cans H W B

73. Does canning and freezing H W B

74. Decides on amounts of contributions to charity or welfare organizations H W B

75. Decides when children are to be kept out of school H W B

76. Decides what canning and freezing will be done H W B

77. Gives spending money to children H W B

78. Decides when to clean out gutters and eaves H W B

79. Acts as host when company comes H W B

80. Does family's social correspondence H W B

81. Decides which magazines and newspapers family gets at home H W B

82. Does minor car repairs H W B

83. Does mending H W B

84. Decides on children's gifts H W B

85. Decides on whether family can affort to go on vacation H W B

86. Decides on type and model of home appliances (washing machines, refrigerator, freezer, and so forth) H W B

87. Writes excuses for school absence H W B

88. Decides which roads to take on driving trip H W B

89. Writes family business letters H W B

90. Keeps track of family's social engagements H W B

91. Decides to whom holiday greeting cards are sent H W B

92. Decides on ironing to be done H W B

93. Does major home alterations (plumbing, wiring, and so forth) H W B

94. Decides on children's music lessons, camp, or after school activities H W B

95. Decides on which bills are to be paid first H W B

96. Decides when to have something special for dinner H W B

97. Buys children's clothes H W B

98. Plans garden H W B

99. Takes care of furnace H W B

100. Makes or builds things as a hobby H W B

Male/Female Roles Opinionnaire

This opinionnaire is designed to help you better understand your opinions and attitudes regarding male/female roles. There are no right or wrong answers. Circle "Y" for yes, "N" for no, and "M" for maybe.

1. All household tasks should be shared by husband and wife. Y N M
2. Being a good mother is a full-time job. Y N M
3. Wives should not make more money than their husbands. Y N M
4. A good division of labor in the home is for women to do the inside work, men to do the outside work. Y N M
5. Working women take jobs away from men. Y N M
6. It is all right for married women to work, but mothers should stay at home. Y N M
7. It is all right for mothers to work, but only after the children are in school. Y N M
8. The husband should be the head of the household. Y N M
9. A wife should work only if the family is in need of additional money. Y N M
10. When a wife goes to work, the husband should share in household tasks. Y N M
11. Wives should take full responsibility for rearing children so husbands can earn the living. Y N M
12. Women should NOT be trying to work in jobs commonly regarded as "men's jobs." Y N M
13. A woman who competes with men on the job becomes less feminine. Y N M
14. Men who work at jobs regarded as women's jobs (example: nursing) are usually "sissies." Y N M
15. A working wife could offer more freedom for a man. Y N M

Role Conflict Game[1]

This game is designed to show students some of the problems that individuals face when they attempt to combine the roles of wage-earner and homemaker. The players draw cards which assign to them a hypothetical marital status, sex, number of children, work status, and number of child-care hours per week. Each player then plots out a schedule for six 12-hour days, allowing additional time for housework, shopping, and meal preparation. Duties can be assigned to a spouse (if married) or to children, and each player can devise alternative solutions to either omit or accomplish such tasks as child-care, housework, yard work, shopping, meal preparation, household repairs, and family transportation. After players have completed the six-day schedule, they will describe their situation to the class and tell how they spend their time during a typical day. Students should be encouraged to add fictitious details to make the situation more realistic. For example, students may wish to leave spare hours on Friday and Saturday nights to go out or reserve time on weeknights for watching television or doing some special interest activities. Other students in the class can ask questions about each player's schedule, thus requiring the player to improvise answers. After all players have discussed their schedules, each player draws two special-event cards which either provide additional time or subtract time by adding other tasks or activities to the schedule. If the situation described does not apply to that particular player (such as a childless woman losing time because of a sick child), the player draws another card. Players then discuss how their schedules have been altered by the two cards.

This game is designed for six players but can be adapted for use by any number. The cards are constructed from colored cardboard.

Marital status (yellow): Single, Divorced, Widowed, Married, Remarried, Married

Sex (purple): Male, Female

Number of children (green): 0, 1, 2, 3, 3, 4

Work status (blue): No work, No work, Work 15 hours per week, Work 15 hours per week, Work 40 hours per week, Work 40 hours per week

Child-care hours available per week (red): 0, 10, 15, 40, 40, 45

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[1] Adapted from The Choice is Yours; A Women's Studies Curriculum for Noncollege Bound High School Girls, Cornell University.

Gain or loss of time (orange):

+1 hour--You take the family out to dinner.

+2 hours--You decide to do some house cleaning jobs every other week.

+3 hours--Your neighbor goes shopping for you.

+3 hours--Your sister comes to visit.

-1 hour--Your stove needs to be repaired.

-2 hours--Friends come to visit.

-2 hours--You help organize the church fair.

-2 hours--Time out for reading.

-3 hours--You watch television.

-3 hours--You volunteer for Red Cross work.

-5 hours--Your child is sick.

-2 hours--A child has an accident and must be taken to an emergency ward.

-1 hour--The car has to go into the garage.

The estimated time for playing the game is 30 minutes, although it may take longer if the game stimulates a great deal of discussion or if additional players participate.

INSTRUCTIONS FOR THE ROLE CONFLICT GAME

Each player draws one card of each color except orange. The yellow card tells you whether you're married or not, the purple card tells you your sex, the green card tells you how many children you have, the blue card indicates whether you work or not and how many hours per week you work, and the red card tells you whether you have a child-care center or babysitter available and for how many hours a week your children are cared for (if you have any children). Some situations may seem a bit improbable to you, such as being single and having four children, but every one of these combinations can and does occur in real life. Even though you may feel that you would never be in such a situation, try to think about the problems a person would encounter in this particular situation. The purpose of this game is to consider what you would do if you were in this situation.

With the four cards in front of you, take out the schedule sheet. It covers six days of the week, Monday through Saturday, 12 hours a day, from 8 a.m. to 8 p.m. Your goal is to fill in all the hours during which you must do necessary tasks such as working, housework, shopping, and cooking supper. First, you should fill in the hours that you work (blue card); 40-hours a week jobs are usually from 8 a.m. to 5 p.m., Monday through Friday, but you can change these hours if you can invent a job that requires different hours (for example, a late-night factory shift). Secondly, allow five hours for housework (cleaning the house, doing laundry, washing dishes, and so forth); three hours for shopping, running errands, and taking your children to meetings; and two hours for yard work, home maintenance and repair, and so forth. Next, allow one hour each evening for cooking supper. If you wish, you can assign any or all of these tasks (except working) to a spouse or children if you have them; space is provided for this at the bottom of the schedule. If you feel that you can do housework or shopping in less time than is allowed, you can reduce the number of hours if you can explain how you would accomplish the particular task. Also, in real life, people spend a lot of time doing things such as talking to other family members, watching TV, entertaining friends, window-shopping, and so forth, so you should be careful not to fill up your schedule too rigidly. If you have particular activities or interests that regularly require time (e.g., going to the movies, bowling, sewing), you should try to schedule time for them. Also, if you have children, you will need to think about child-care arrangements during the times you are out of the house working, shopping, visiting friends and relatives, and so forth.

When you are finished with your schedule, you will be asked to describe your life-style to the other students. Tell them whether you're married, how many children you have, whether or not you work and for how long, and whether you have child-care services available. Describe a typical day. Do you have any spare time? Do you have time to spend with your spouse and children (if you have them)? If you don't work, explain how you spend your days. If you do work, do you have enough time to get ready for work and to travel to and from work? If you have children, do you have enough child-care hours? If not, how would you provide for child-care when you are not at home? You can make up as many details as you need about yourself, your spouse, your children, and your job to give the class a feeling for what a person in this make-believe situation would be doing.

When all of the players have finished describing their schedules, each player draws two orange cards that indicate whether they have gained or lost time due to some unforeseen circumstance. After you have made the necessary adjustments in your schedule, explain to the other students what was on the cards and how you changed your schedule.

ROLE CONFLICT GAME SCHEDULE

Monday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Tuesday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Wednesday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Thursday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Friday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Saturday

8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________
1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

Spouse and/or children

Duties Hours

____
____
____

Variations on a Theme[1]

An instructional strategy designed to help students at the advanced level examine a variety of life-style alternatives

Objectives

These activities were designed to help students develop the ability to:

Recognize the variety of family forms in contemporary society.

Compare and contrast alternative types of family forms.

Explain the historical changes which have occurred in the family.

Assess the functions of a variety of family forms.

Suggest reasons why people are deferring marriage or remaining single.

Identify their own marital expectations.

Generalizations

The contemporary varieties of relationship patterns reflect the increasing numbers of persons who are divorced, single parents, remarried; persons who have never married; and the numbers of childless marriages.

When cultural pressures to marry decrease, individuals are more free to defer marriage or to remain single.

The current experimentation of alternative family forms makes it necessary to broaden the definition of family.

Contract marriages and cooperative households are examples of current experimental family forms.

Current alternative family forms have not been in existence in the United States for a sufficient period of time to be able to predict either their futures or their effects on children.

Activities

Teachers may use the following activities to help students examine the variety of life-style alternatives:

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[1] This instructional strategy was adapted from a curriculum module developed by Pat Campbell, Monte Vista High School, San Ramon Valley Unified School District.

- Using the pictures of family types in Module I of Toward a Quality of Living,[1] have small groups of students estimate the percent of each family type pictured in the population of the United States. Compare their estimates to actual figures obtained from the most recent census data available.
- Have students select the two life-styles illustrated which they prefer, and have them write a brief justification of their choices.
- Ask students to anonymously complete two copies of the questionnaire "Family Life-styles and You," included on page 231. Have them turn in one copy and keep the second copy. The teacher may summarize the results, compare the family types represented in class with those of national figures, but not discuss remaining summarization until the end of the instructional setting.
- Brainstorm all possible alternative family forms. Compare the class list with the summary of "Alternative Life-styles," in Family Life Education Re-examined.[2]
- In small groups brainstorm the definition of a family.
- Have students unscramble the following words:

Ptirecudoonr	(reproduction)
Troepcoitn	(protection)
Mincooce ripootancoe	(economic cooperation)
Zoisiliatocan	(socialization)
Lexuas-taffeloniac tosnelrai	(sexual-affectional relations)

Discuss these five functions of the family.

- Discuss information from The Family: Yesterday, Today, and Tomorrow[3] and Introduction to Family Life and Sex Education,[4] and develop a list of specific family functions performed by the family of the past which are still performed by current family forms. Reassess the small group definitions of "family."
- Have students individually prioritize a list of specific family functions. Ask students to refer back to their copy of the questionnaire "Family Life-styles and You." If they wish to marry, discuss whether their answers to questions 4 through 7 are consistent with their priority ranking.

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[1] Toward a Quality of Living. New York, N.Y.: J. C. Penney Co., Inc.

[2] Family Life Education Re-examined. Washington, D.C.: American Home Economics Association, 1971, 43.

[3] Elaine Goodman and Walter Goodman, The Family: Yesterday, Today, and Tomorrow. New York, N.Y.: Farrar, Straus, and Giroux, Inc., 1975.

[4] Rose G. Somerville, Introduction to Family Life and Sex Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

- If students wish to remain single, have them suggest ways in which the basic human needs that have often been fulfilled by families can be fulfilled for the single individual.

- Discuss why people choose to remain single. View the Parents' Magazine film The Case for Staying Single.

- Have students write a personal marriage contract. If students are not involved in an ongoing relationship which appears to be leading to marriage, the contract should be written alone. If two students enjoy the type of relationship which appears to be leading to marriage, the pair could write a joint contract.

  First they write separate contracts based on their perceptions of what their partners want in a marriage. Such contracts must include:

  Provisions for contract renewal six months after the marriage

  Provision for contract revision

  A statement regarding what would cause a termination of the marriage

  Have students examine their own marriage contracts and analyze their role orientations and their marital expectations.

- Have students complete the worksheet, "Significant Others and My Life-style," included on page 232. Ask students to first describe briefly the life-style they would like for themselves. Then ask students to describe the life-styles that the "significant others" in their lives would want for them. Ask students to list on the back of the paper any inconsistencies revealed by the worksheet.

Evaluation

Re-administer the questionnaire, "Family Life-styles and You." Have students compare their answers to questions 4 through 12 on the preinstruction and postinstruction questionnaires. Ask them to write a paragraph on why they have changed their opinions or why they have not changed their opinions.

Return to the students the papers on which they justified their choice of two preferred life-styles. Determine why the students have had attitude changes or why attitudes have not changed.

RESOURCES

The Case for Staying Single (filmstrip) in Marriage, What Is It All About. Parents' Magazine.

Family Life Education Re-examined. Edited by Joan Baird and Dorothy Leenan. Washington, D.C.: American Home Economics Association, 1971.

Goodman, Elaine, and Walter Goodman. The Family: Yesterday, Today, and Tomorrow. New York, N.Y.: Farrar, Straus, and Giroux, Inc., 1975.

O'Neill, George, and Nina O'Neill. Open Marriage. New York, N.Y.: Avon Books, 1972.

Skolnick, Arlene. The Intimate Environment. Boston, Mass.: Little, Brown, and Company, Inc., 1973.

Skolnick, Arlene, and Jerome Skolnick. Intimacy, Family, and Society. Boston, Mass.: Little, Brown, and Company, Inc., 1974.

Somerville, Rose G. Introduction to Family Life and Sex Education. Englewood Cliffs., N.J.: Prentice-Hall, Inc., 1972.

Sporakowski, Michael J., and Mary W. Hicks. Families, Individuals, and Marriage. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976.

Toward a Quality of Living (multi-media). New York, N.Y.: J. C. Penney Co., Inc.

Family Life-Styles and You

Please answer the following questions anonymously. Results will be summarized, and we will examine how the class as a whole answered the questions.

1. Are you living with your natural parents? If the answer is no, describe the type of family in which you live (extended, single parent, and so forth).

2. Describe contact you have with your grandparents.

3. Describe contact you have with aunts, uncles, and other relatives.

4. Do you plan to marry? Why? Why not?

* * * * * Skip to question 9 if you do not plan to marry.* * * * *

5. At what age would you like to get married? Why?

6. What are you looking for in a mate?

7. What will your marriage role involve, and what will you expect of your mate?

8. What would you like your life to be ten years from now?

* * * * * Stop after question 8 if you plan to marry * * * * *

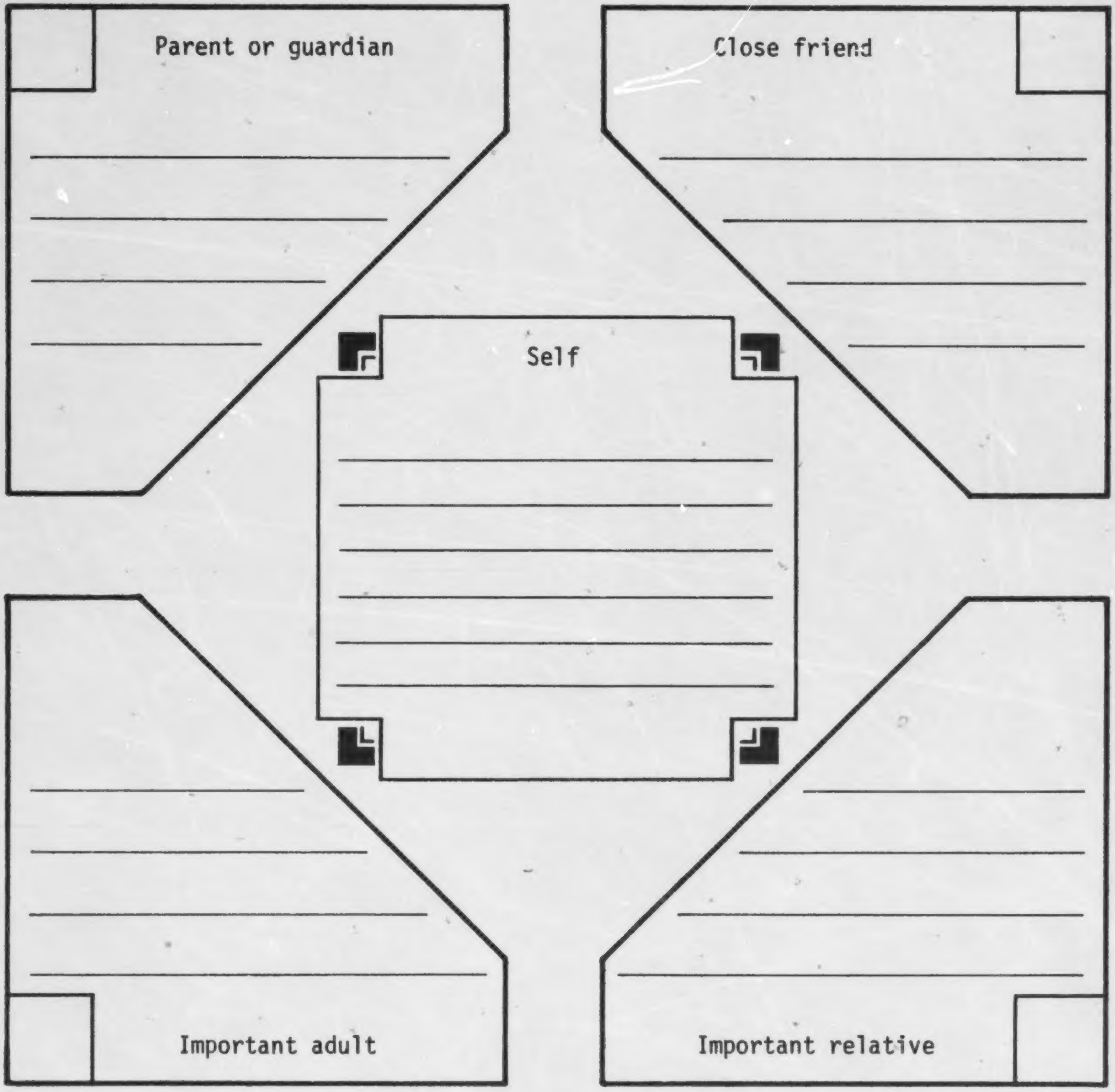
9. What life-style other than marriage do you prefer? Why?

10. What are the advantages and disadvantages of this style of life?

11. Do you plan to assume this life-style permanently? Why?

12. What would you like your life to be ten years from now?

Significant Others and My Life-Style[1]


Parent or guardian
Close friend
Self
Important adult
Important relative

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[1] From Folder 7, Additional Strategies. Prepared by the Educational and Consumer Relations Department of the J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019, Copyright 1972; reprinted with permission.

Who's Who?[1]

An instructional strategy designed to help students at the advanced level examine the changing social and sexual roles for men and women

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Explore personal attitudes about male-female roles.

Recognize the ways in which we gain sexual identity.

Explain historical and sociological changes that have affected traditional and contemporary life-style options.

Evaluate some of the vehicles used to communicate male-female roles.

Generalizations

Changes in male and female roles are the result of many historical and sociological factors.

Sex-appropriate behaviors vary from one historical period to another and among cultures.

Socializing agencies, such as the family, the school, the media, and the peer group, may have different expectations regarding sex roles.

Traditional sex-role stereotypes are being challenged.

Changes in stereotypes regarding acceptable sex roles broaden life-style options for both men and women.

Feminine behavior and masculine behavior are learned.

In the socialization of females and males, the culture determines which behaviors and expectations are sex-appropriate.

Activities

Teachers may use the following activities to help students achieve the objectives:

- To introduce the strategy, the teacher might write on the chalkboard or on butcher paper the words to an original song, "What Does It Mean to Me?" by Doris Storm.

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[1] This instructional strategy was adapted from curriculum modules developed by Diana Kleinert, Corcoran High School, Corcoran Unified School District, and Maureen Marconi, Westminster High School, Huntington Beach Union High School District.

- Analyze sex stereotyping in Mother Goose rhymes, and ask the students to rewrite the rhymes to reflect changing sex roles.

  Example:

  There was an old fellow who lived in a shoe
  Who had so many children he quite had the blues.
  He sent them to work, both the girls and boys
  So he could do housework without all the noise.

- Play such songs as "What Does It Mean to Me?," "Tradition," "I Am Woman," "Stand by My Man," "Wives Should Always Be Lovers," "Good-Hearted-Woman Lovin' a Good-Timin'-Man." Analyze the words.

- Show an old film which portrays men and women in traditional sex roles.

- Play the game, "When I Grow Up I'm Going to be married," included on pages 238-243. The game was developed by the California Commission on the Status of Women and is designed to show how time and curcumstance affect women. The game is played by ten girls, with the guidance of the teacher.

  Discuss the meaning of femininity and masculinity. What is a masculine woman, a feminine woman, a feminine man, a masculine man? (Additional discussion questions are included in the spring/summer, 1973, issue of *Forum*.)

- Have the students complete the following assignment: When everybody in your family is in a good mood, sit down together and draw up a list of all the fights you have had over the past few months. Give each fight a name and write that in the first column on a piece of paper. Then, identify for each fight (1) who was the angriest (in the second column); (2) what that person really wanted to get out of it (third column); (3) how that person expressed his or her anger (fourth column); and (4) whether or not he or she got his or her way (fifth column). Then determine whether one style of anger (crying, shouting, fist-pounding, name-calling, pouting, and so forth) is more effective in your family than any other style of anger. Do the males or the females in the family practice the effective style of anger more frequently?

- Appoint (or call for volunteers) a panel of five students to respond to "Dear Abby" type problems. Students can submit their own questions. For example: Girl wants to know if she should use her sexual charms to attract a shy boy and get him to go out with her or should she become a liberated, aggressive female and ask him out? The panel will discuss each situation presented and reach a decision. When the panel has made a decision, have the other students react to that decision.

- View films or filmstrips that help to explain the ways in which we develop our sexual identity. Discuss the various views presented on film in light of students' own experiences and backgrounds.

- Give the students the word-hunt game included on page 244. Thoroughly explain and discuss each of the words.

- Assign to students readings in textbooks or paperback books or have them view filmstrips and films that deal with the history of sex roles. Have them compile a list of the most important events in specific time eras (for example, 1875 to 1900; 1900 to 1930; 1930 to 1960; 1960 to present). Assign students to various time eras; ask each group to create one segment of a large class mural depicting the events the class had previously identified. On the day the mural is unveiled, have a group spokesperson tell about the various events and the impact that each event had on changing male and female roles. After each event is explained, ask the students to spend a few minutes imagining what it would be like to be a young man or woman at that time. What would life be like? Where might they live? What are the sights, sounds, and smells? What would be their daily activities? How might they look, wear their hair and their clothes, and act? What might their future plans include? Spend some time sharing the things imagined, or record some of the thoughts on paper.

- Brainstorm all possible vehicles for communicating male-female roles. Have the students select one of these vehicles to evaluate for stereotyping. If some of the vehicles do not easily lend themselves to evaluation, the teacher should caution students against their selection. Some vehicles which might be evaluated are literature, mythology, the classics, music, toys, television, movies, plays, classrooms, photographs, and so forth.

The following may be used for the evaluation:

Investigate music of a particular type (rock, ballads, western, blues) in a given time period; compare songs of two time periods; estimate the number of songs about men and the number about women; estimate the number of male and the number of female vocalists; determine the quantity and types of sexism reflected in the music; identify the frequency of descriptive male and female adjectives and verbs in a song.

Study historical photographs. Evaluate the emotions, feelings, posture, and clothing shown. Use Myth America: Picture Women, 1865-1945[1] as a resource.

Students might check for sex discrimination in their school. Investigate course titles; course recruitment practices; requirements for passing; extracurricular activities; emphasis placed on career education, vocational education, family-life education, and on college preparation; and job assignments for students and teachers. Does course content have some relevance for both sexes? Decide whether or not your school is complying with the requirements of Title IX.

Use the "Checklist for a Nonsexist Classroom," included on page 246, to evaluate a classroom for young children.

Analyze the sex roles depicted in children's books. Are boys shown in active roles and females in passive roles? Are women portrayed in gainful employment roles? Who is doing the household chores? In what occupations are males and females engaged?

Discuss the role of toys in the socialization of children. Use the illustrations of toys on pages 252-261 as a card sort.

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[1] Carol Wald. Myth America: Picture Women, 1865-1945. New York, N.Y.: Pantheon Books, 1975.

- Interview people in toy shops as they are buying children's gifts.
- Use "How Are We Being Influenced," on page 262, to evaluate television, movies, and plays. Students might determine: How accurate is the portrayal of various characters; or are the characters distorted stereotypes? What social influences have affected the characters? Are the characters' attitudes and behaviors ones to be avoided or modeled? What social classes are represented by the characters? Are sexist stereotypes altered, reinforced, or left unchanged? Under what conditions does one or another outcome occur? What role does humor play? Does humor make sexist prejudice seem palatable? Does the production present an accurate view of male or female roles of the past?
- Record the subtle innuendos of television advertising.
- Gather evidence which refutes or substantiates the following: (1) Teachers wait 2.2 seconds for a response to a question from a boy, but they give a girl 7.7 seconds to respond. (2) Female teachers call on girls ten times more often than on boys. (3) Eight out of ten children sent to the principal's office are boys. (4) Four out of five poor readers are boys. Have students report their findings and conclusions to the class.
- Discuss the question: "How can changing sex roles create opportunities for personal growth for both men and women?"

Evaluation

Have the students complete again the worksheets dealing with healthy females, males, and adults. Have them compare their answers on the two sets of worksheets. Tabulate the results, and note any total class changes. Ask students to write a paragraph on why they have or have not changed their attitudes. Have the students write a second paragraph describing how their present attitudes are reflected in their behavior.

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When I Grow Up I'm Going to Be Married[1]

When you ask a little boy what he is going to be when he grows up, his answer is almost always in terms of a job, and seldom in terms of a family relationship. He may not end up "being" what he first says; he may "be" a number of different things over the course of his life; but he focuses, from a very early age, on the work he will do as an adult.

When you ask a little girl what she is going to be when she grows up, the chances are that she will say that she will be married. Yet data from the United States Department of Labor and from the California Commission on the Status of Women show that marriage and homemaking are not the only realities in store for most of today's little girls. Until girls and the adults who work with them recognize the changed roles and responsibilities of half the population, society will continue to have far less than maximum use of the talents of many bright women.

Statistics show the following:

The average life expectancy of women today is more than 75 years, and rising. By the year 2000 it will be up to 100 years.
Childbearing patterns have changed. Earlier marriage and fewer children mean that the average mother of today has at least 40 years of life ahead of her after her youngest child is in school.
Nine out of ten girls will marry.
Eight out of ten girls will have children.
Nine out of ten girls will be employed outside their homes for some period of their lives.
At least six out of ten girls will work full time outside their homes for 30 years or more.
More than one in ten girls will be widowed before the age of fifty.
At least three in ten girls will be divorced.
Four girls in ten will be heads of families.
Most California girls do not plan to go to college.
Many girls do not see themselves as achievers or as problem solvers.
Many girls are not trained to deal with a large part of the realities they will face.

The activity described on this and following pages is designed to do the following:

To give girls greater awareness of the realities of women's lives
To give girls experience and self-confidence in planning for ways to deal with unexpected hardship or altered circumstances
To motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives

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[1] Adapted from When I Grow Up I'm Going to Be Married, a game developed to illustrate how time and circumstance affect women. Sacramento: California Commission on the Status of Women (926 J Street, Room 1506, Sacramento, CA 95814); included with the permission of the California Commission on the Status of Women.

The teacher should be knowledgeable about the statistics, their implications, and their possibilities. Examples of implications and possibilities are:

An unskilled, divorced mother who needs employment usually cannot find child care facilities, and often housing, at a price that she can afford.

A full-time homemaker does not need to wait until her children are grown to continue her education; she can go to school while her children are in school.

Forty years of age is not too late for a woman to start a college education, a career, or other fulfilling activity, since, on the average, she will live another 35 years or more.

Type each of the game profiles on a separate page, with the chance factors at the bottom of the page. Fold each page and staple it so that the chance factors cannot be seen.

Ten girls can play the game. Before the profiles are distributed, the teacher should explain that the game illustrates how time and circumstance affect women. He or she should read aloud the background and statistics and explain that the profiles are representative of the statistics.

Give each girl a profile. In turn, each girl will read her "facts" aloud and will describe what kind of life, based on her personal aspirations and plans, might be built under the given circumstances. Not much time should be spent on this part of the game (two or three minutes per girl). The principal purposes are to get the girls to talking about themselves and to set the stage for the second phase of the game.

The first girl may have trouble understanding what she is expected to say. The teacher can help by asking her whether she has thought about a kind of work she would like to do and at what age she thinks she might like to be married, but the girls should not be pressured to be too specific about their own plans.

The teacher should make brief notes about what each girl says ("interested in computer programming and plans early marriage," "plans on college, interested in teaching," "wants to be an artist, no marriage plans," and so forth).

During the second phase, each girl is asked to unstaple her profile and read aloud the chance factors at the bottom of the page. It is then the task of the group, not the particular girl, to work on the problem, although the girl may join in if she wants to do so. The teacher should make it clear that the responsibility for solving the problem lies with the group, working as a team. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all of the girls ten experiences in problem solving and identification with ten possible "lives," even though each has only one profile.

When each of the profiles has been discussed, the teacher, referring to the notes he or she took earlier, asks whether there is any way in which the "real" girl's stated aspirations can ever be achieved (in some of the profiles, the latter is not relevant, and this part should be omited).

The teacher should talk as little as possible during the second phase of the game, but he or she should help to keep the discussion moving. The teacher would be unwise to correct or question every unrealistic suggestion that the group makes. The teacher faces the task of building the girls' self-confidence on the one hand

and helping them to learn what is really involved in coping with day-to-day problems on the other. For example, the discussions might take the following forms:

Profile 1: No one speaks up. The teacher might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

Profile 10: Someone suggests that the wife sell the house. The teacher might ask whether apartment housing might not be as expensive as the house payment, especially if the children are a boy and a girl. The teacher could specify an amount for the house payment, and inquire whether anyone knows the cost of apartments that would fit the family's needs.

Profile 3: The girl's real aspiration was to be a librarian. If no one else makes the suggestion, the teacher might ask: "Why couldn't she go to college now? To get the proper degree, the girl would have to go to college for five years, and she would have 30 years to be what she wants to be. Older people need to like what they are doing and to have something to look forward to just as much as young people do."

Have the group discuss how early planning or action might have prevented the problem and how the particular girl's goals could most easily have been reached. This process is repeated until each girl's "altered" life has been discussed.

A variety of extensions of this game are possible. One would be to ask the girls to do some "detective work." Using their own profiles, the girls could be asked to research and report on (1) the cost and availability of the various kinds of child care (just finding out how to get this information is a challenge); (2) the jobs and salaries for secretaries that are listed in the help-wanted ads and whether public transportation is available to and from the specific locations included in the listings; (3) whether local colleges permit part-time attendance for the particular major the girl has in mind and what the costs are; and (4) what current housing and transportation costs are reasonable in relation to the needs of the family described in the profile.

Cautionary Note: The life-styles described in the ten profiles, when taken together, may be unsuitable for some student populations. Teachers should analyze the general life-styles of the students involved and should revise the context in which "happenings" take place, so that the students can identify generally with a sufficient number of the life-styles. The overall statistics should remain the base, however, even if the styles are changed; e.g., the divorce statistic is three women in ten; yet in some populations, divorce is endemic. When girls from such populations learn that divorce is not inevitable elsewhere, they may see new possibilities for themselves, especially in the overall "helping-preventing-solving" context of the game.

Editor's note: Teachers may wish to update periodically the statistics included in this material.

PROFILE 1

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he does not advance as quickly as he had hoped. When the children are seven and nine years of age, you and your husband realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it. What do you do?

PROFILE 2

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another profession. You continue to work after your two children are born, because you love your work and you are advancing rapidly in your company. After ten years, when you are in an executive position, your company is sold to a large conglomerate. The whole company is to be moved to New York, and you are offered the directorship. If you do not move to New York, it is unlikely that you will find another position at your level here in town. Opportunities for your husband in New York are unknown. How do you approach this situation?

PROFILE 3

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors

You work for a year and are married at age nineteen. You enjoy your 20 years of homemaking, but when you are forty years of age your children are all but grown. You do not want to just sit at home for another 35 years. What can you do?

PROFILE 4

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You go to work for the telephone company when you are eighteen. Two years later you marry a handsome, dashing line repairman. By the time you are twenty-six, you have three children. Your husband is assigned to emergency work in remote places. He spends less and less time at home, starts playing around with other women, and does not regularly send money to you and the family. You try for three years to straighten things out, but at age thirty you find things are not better and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on. There is very little community property: just clothing and furniture. How can you cope?

PROFILE 5

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors

You have three children. Your husband has a good job, and things are going well for the family. When you are thirty-four years of age, your husband is tragically killed in an automobile accident. The children are then four, eight, and ten years of age. There is some life insurance, but not enough to last very long. How will you cope?

PROFILE 6

You will live to be seventy-five years of age.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college, and you go to work as a clerk-typist in a law firm to help him finish college. He graduates from college and gets a good job. After five years, you are promoted to head secretary in the law firm. You find your work fascinating. While you and your husband are disappointed that you have no children, you decide that you will not adopt children. You are interested in the cases being handled by the firm, but, over the next 15 years, you find that your secretarial role is less and less challenging. You are thirty-eight years of age. What will you do with the rest of your life?

PROFILE 7

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors

It is apparent within two years that your marriage was a mistake, and you are divorced. When you are twenty-four years of age, you remarry and have two children. When you are thirty-five and the children are seven and nine years of age, your husband's job and whole job field are wiped out by automation. How can the family cope?

PROFILE 8

You will live to be seventy-five years of age.
You will marry and have children.
You will not go to college before your marriage.

Chance Factors

When you are in your senior year in high school, you fall madly in love with an exciting, "older man of twenty-nine," who is already successful in business. He firmly believes that a woman's place is in the home and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married. Over the years his business affairs take up more and more of his time, and he prefers to spend his leisure time hunting and fishing "with the boys." Your children are all off on their own by the time you are forty-three years old. What do you do with the rest of your life?

PROFILE 9

You will live to be seventy-five years of age.
You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are seventeen years old, and your mother is in poor health. You have four younger brothers and sisters, the youngest of which is two years old, so supporting the family is up to you. You have no practical skills, and jobs are scarce, but you find work in a cleaning plant. The pay is not bad, but you are pretty tired at night, especially after taking care of things at home. You have boyfriends, but the ones you really like have their own problems and just cannot see themselves taking over the support of your family. By the time the other children can help out enough to relieve you of some of the financial responsibility, you are thirty-five years old. You find that at that age, there are very few eligible men around. You never do find one. What will you do with the rest of your life?

PROFILE 10

You will live to be seventy-five years of age.
You will marry and have children.
You will work outside the home for some period in your life.
You complete three years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town that has no four-year college. You marry and go with him. When you are forty-two years old and your children are fifteen and seventeen years old, your husband tells you that he wants a divorce so he can marry a younger woman. Under California's divorce law, he can do that and you can do nothing about it. You cannot get alimony just because you are a woman. Since you have been married for such a long time, the court awards you a small amount of "spousal support" for three years and child support until the children are twenty-one years of age. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, you do not have enough to make ends meet. How will you cope?

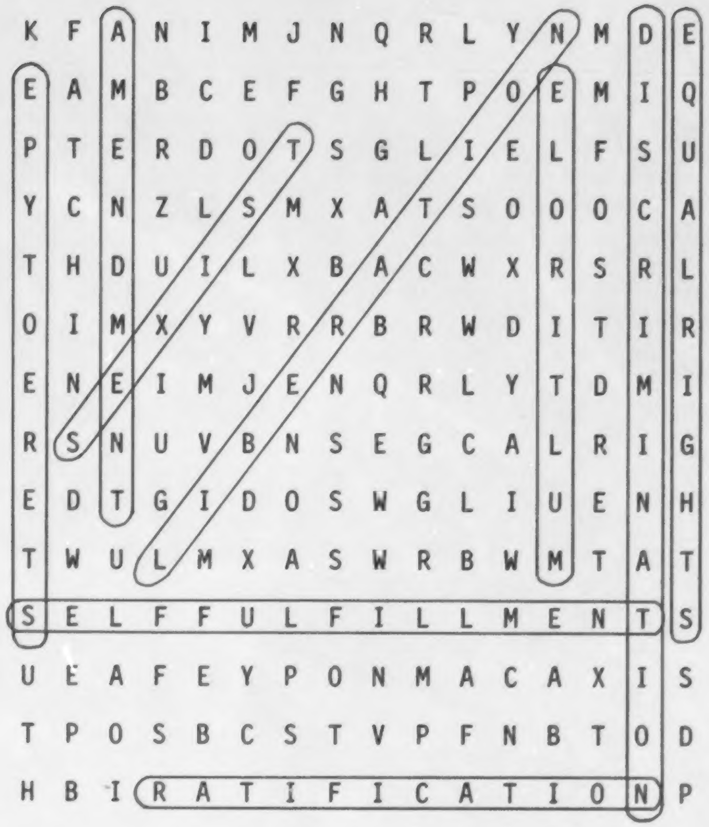
Word-Hunt Game

Read across, down, diagonally, and backwards to find the nine hidden dual-role-related words in the diagram. Circle the words as you find them. Check words off on the list below as you find them on the diagram. Then define the word.

K	F	A	N	I	M	J	N	Q	R	L	Y	N	M	D	E
E	A	M	B	C	E	F	G	H	T	P	O	E	M	I	Q
P	T	E	R	D	O	T	S	G	L	I	E	L	F	S	U
Y	C	N	Z	L	S	M	X	A	T	S	O	O	O	C	A
T	H	D	U	I	L	X	B	A	C	W	X	R	S	R	L
O	I	M	X	Y	V	R	R	B	R	W	D	I	T	I	R
E	N	E	I	M	J	E	N	Q	R	L	Y	T	D	M	I
R	S	N	U	V	B	N	S	E	G	C	A	L	R	I	G
E	D	T	G	I	D	O	S	W	G	L	I	U	E	N	H
T	W	U	L	M	X	A	S	W	R	B	W	M	T	A	T
S	E	L	F	F	U	L	F	I	L	L	M	E	N	T	S
U	E	A	F	E	Y	P	O	N	M	A	C	A	X	I	S
T	P	O	S	B	C	S	T	V	P	F	N	B	T	O	D
H	B	I	R	A	T	I	F	I	C	A	T	I	O	N	P

Words	Definitions
Amendment	
Discrimination	
Equal rights	
Liberation	
Multi-role	
Ratification	
Self-fulfillment	
Sexist	
Stereotype	

WORD-HUNT GAME--KEY



K	F	A	N	I	M	J	N	Q	R	L	Y	N	M	D	E
E	A	M	B	C	E	F	G	H	T	P	O	E	M	I	Q
P	T	E	R	D	O	T	S	G	L	I	E	L	F	S	U
Y	C	N	Z	L	S	M	X	A	T	S	O	O	O	C	A
T	H	D	U	I	L	X	B	A	C	W	X	R	S	R	L
O	I	M	X	Y	V	R	R	B	R	W	D	I	T	I	R
E	N	E	I	M	J	E	N	Q	R	L	Y	T	D	M	I
R	S	N	U	V	B	N	S	E	G	C	A	L	R	I	G
E	D	T	G	I	D	O	S	W	G	L	I	U	E	N	H
T	W	U	L	M	X	A	S	W	R	B	W	M	T	A	T
S	E	L	F	F	U	L	F	I	L	L	M	E	N	T	S
U	E	A	F	E	Y	P	O	N	M	A	C	A	X	I	S
T	P	O	S	B	C	S	T	V	P	F	N	B	T	O	D
H	B	I	R	A	T	I	F	I	C	A	T	I	O	N	P

Words

Amendment
Discrimination
Equal rights
Liberation
Multi-role
Ratification
Self-fulfillment
Sexist
Stereotype

Definitions

Checklist for a Nonsexist Classroom[1]

The following questionnaire is designed for use as a self-evaluation tool. For the best results you should be honest in answering all questions. Answers should reflect the way you feel, act, or think NOW and not how you would like to think or act or how you think you should feel. Where appropriate, circle "Y" for a "yes" answer and "N" for a "no" answer. Use check marks where appropriate.

Classroom

1. Are there the same number of pictures of girls as pictures of boys displayed around the room? Y N If not, how many are pictures of girls? _____ How many are pictures of boys? _____

   Do the pictures of girls show girls involved in active play? Y N

   Do the pictures of boys show boys in contemplative or caring roles? Y N

   Do the pictures of girls show girls displaying "positive" behaviors, such as making decisions Y N, leading Y N, helping Y N, and solving problems Y N, and "negative" behaviors, such as crying (or sad) Y N, hitting Y N, and getting into trouble Y N?

   Are there more pictures of one type than the other? Y N If yes, which type? ______

   Do the pictures of boys show boys displaying "positive" behaviors, such as helping Y N, leading Y N, making decisions Y N, and solving problems Y N, and "negative" behaviors, such as crying (or sad) Y N, hitting Y N, and getting into trouble Y N?

   Are there more pictures of one type than the other? Y N If yes, which type? ______

   The majority of pictures of boys are ______________________________.

   The majority of pictures of girls are ______________________________.

2. In which areas of the room do you display pictures of both sexes involved in that area's activity? (Check the area(s).)

   Blocks _____ Dramatic play (doll corner) _____ Art _____ Woodworking _____
   Manipulative _____ Reading _____ Science _____ Other (specify) _____

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[1] Barbara Sprung, "Checklist for a Nonsexist Classroom," Nonsexist Education for Young Children, New York, N.Y.: Women's Action Alliance, 1975; reprinted with permission.

Are all areas attractive; i.e., organized, clearly labeled, and decorated with pictures of interesting items?

Dramatic play Y N Blocks Y N Science Y N Music Y N
Woodworking Y N Cooking Y N Manipulative Y N Reading Y N

Are pictures of male and female adults engaged in comparable activities displayed? Y N

Which activity(ies)? ______________ Which sex(es)? ______________

Keep a record for one week (chosen randomly) of activities participated in by persons of each sex: (Sample record form)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Total
Girls						
Boys						

Attitude

1. Do girls and boys play in all areas of the classroom? Y N If not, in which areas don't girls play? ______________________ In which areas don't boys play? ______________________

Keep a record of the areas in which each child plays. (Mark the child's initials in the box for the area each time he or she plays in that area for one week.)

	Area	Girls	Boys
A.	Doll corner		
	Art		
	Cooking		
B.	Blocks		
	Woodworking		
C.	Sand/water		
	Reading		

Are there girls who play only in area A? Y N If yes, how would you characterize these girls? ______________________

Are there girls who play only in areas A and C? Y N If yes, how would you characterize these girls? ______________________

Are there girls who play only in areas B and C? Y N If yes, how would you characterize these girls? ______________________

Are there boys who play only in area B? Y N If yes, how would you characterize these boys? ______________________

Are there boys who play only in areas B and C? Y N If yes, how would you characterize these boys? ______________________

Are there boys who play only in areas A and C? Y N If yes, how would you characterize these boys? _____________________

Are there boys and girls who play in areas A, B, and C? Y N If yes, how would you characterize these children? _____________________

2. From the following list, check those items that are relative to activities that you do not perform in your class:

Woodworking _____ Active games _____ Sewing _____ Cooking _____
Music _____ Reading _____ Electricity _____ Dance _____

Why don't you? ____
____

Do you plan a greater percent of noisy or quiet activities?

Noisy _____
Quiet _____

Do you plan a greater percent of messy or neat activities?

Messy _____
Neat _____

Do you disapprove of noisy girls? Y N Noisy boys? Y N
Noisy girls more than noisy boys? Y N Noisy boys more than noisy girls? Y N

3. Check the statements that best describe your reaction to the children's appearance.

Girls	Boys
_____ "What a pretty dress!"	_____ "What a handsome suit!"
_____ "That's a good warm sweater to wear on a cold day."	_____ "That's a good warm sweater to wear on a cold day."
_____ "You came in like a big girl today."	_____ "You came in like a big boy today."
_____ "Linda is wearing ribbons!"	_____ "Mark has a part in his hair!"
_____ "Those are good shoes for running."	_____ "Those are good shoes for running."
_____ "You look nice today."	_____ "You look nice today."
_____ "Short sleeves are comfortable on a warm day like today."	_____ "Short sleeves are comfortable on a warm day like today."

4. List the following attributes under the heading to which you believe they best apply.

Active
Aggressive
Ambitious
Attractive
Brave
Competent
Confident
Considerate
Creative
Dependent
Emotional
Fearful
Forceful
Happy
Independent
Intelligent
Objective
Passive
Protective
Responsible
Stoic
Strong
Talkative
Tender
Timid
Tough
Vain
Weak

Boys	Girls

5. A number of toys are shown in the pictures on pages 252-261. Look at each picture and decide whether you believe the item shown is most appropriate for boys, girls, or both. Place a check mark in the appropriate column below for each toy shown.

Picture no.	Toys for boys	Toys for girls	Toys for both boys and girls
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			

Picture no.	Toys for boys	Toys for girls	Toys for both boys and girls
34.			
35.			
36.			
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			
45.			
46.			
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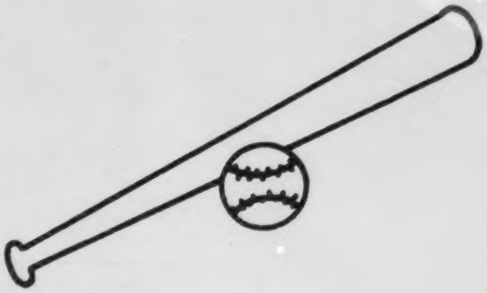
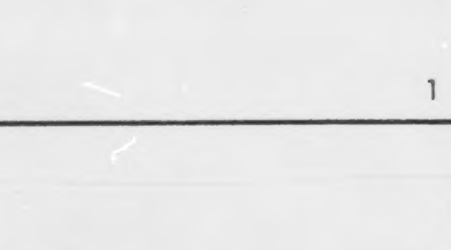
52.			
53.			
54.			
55.			



TOYS
FOR
BOYS

TOYS
FOR
GIRLS

TOYS
FOR
BOTH



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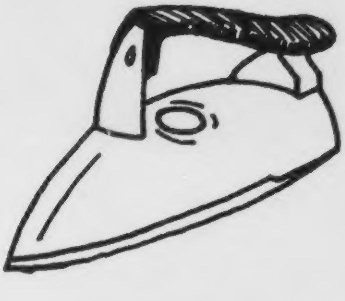

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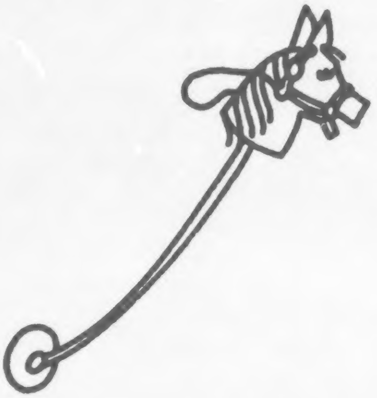

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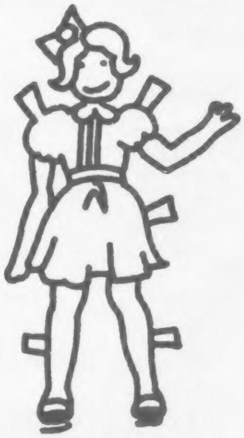

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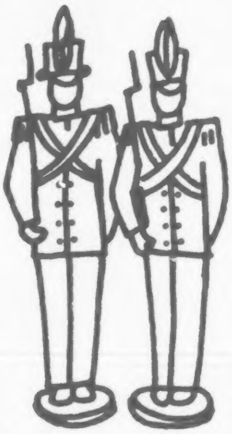

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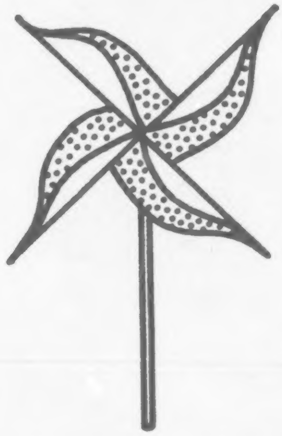

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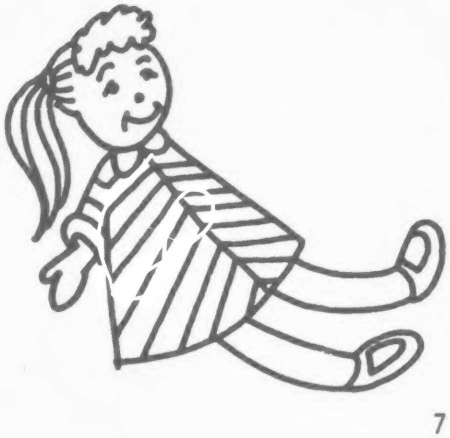

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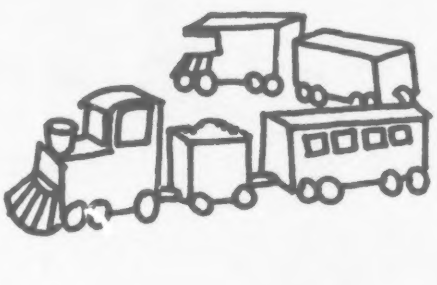

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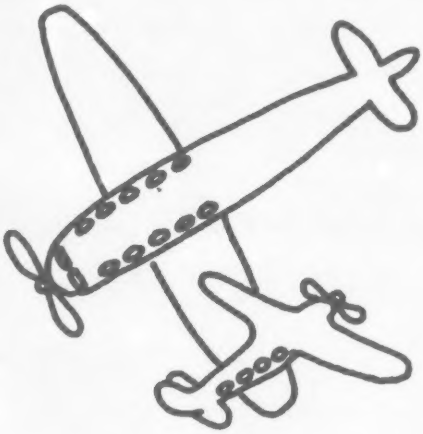

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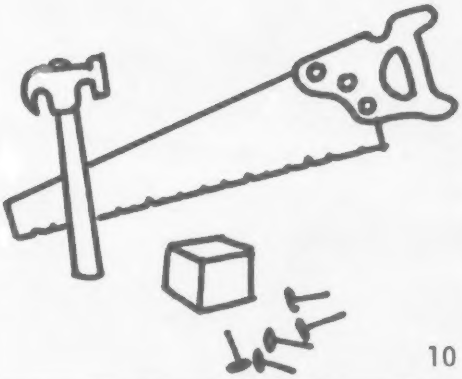

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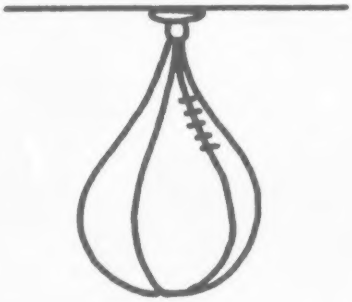

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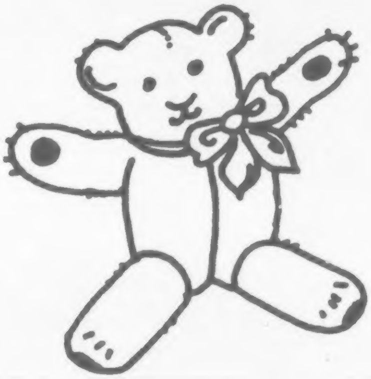

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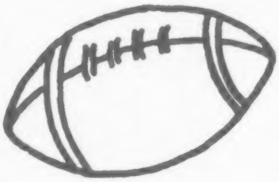

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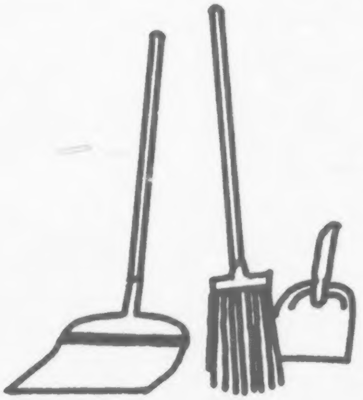

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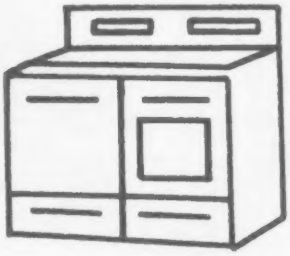

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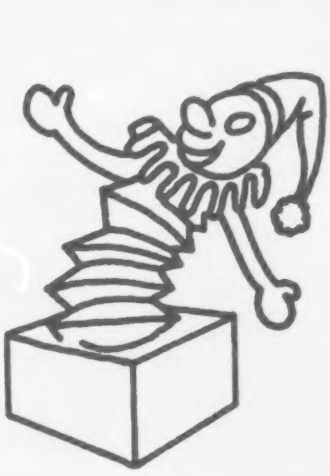

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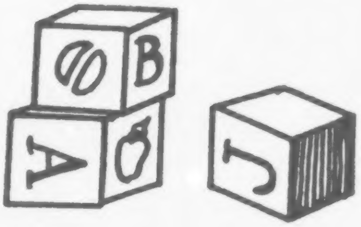

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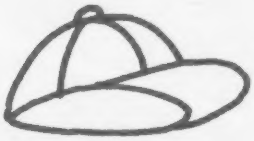

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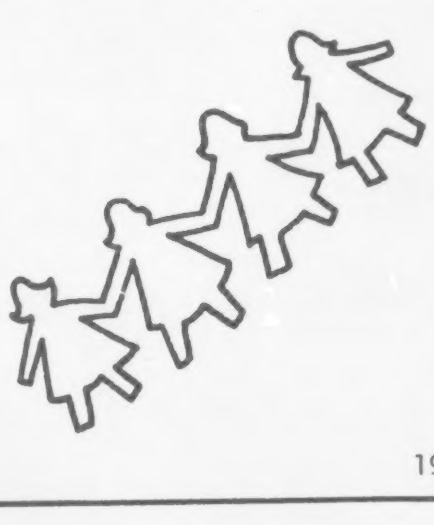

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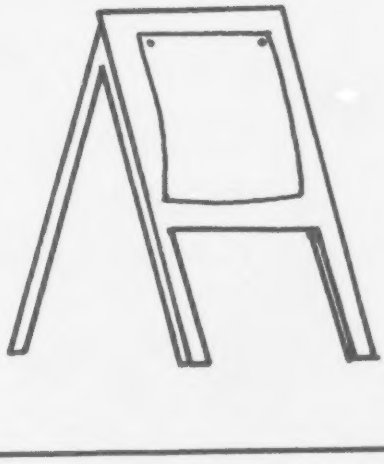

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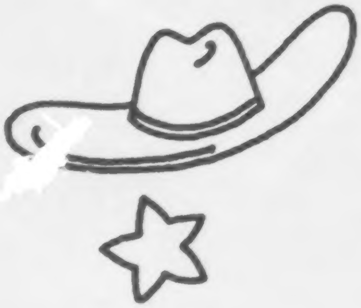

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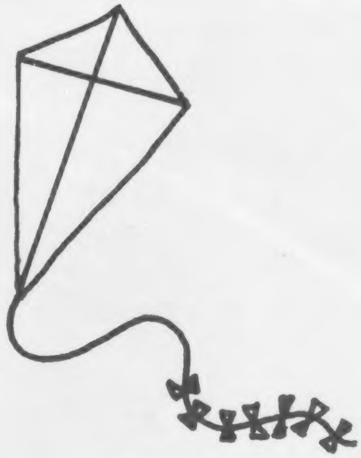

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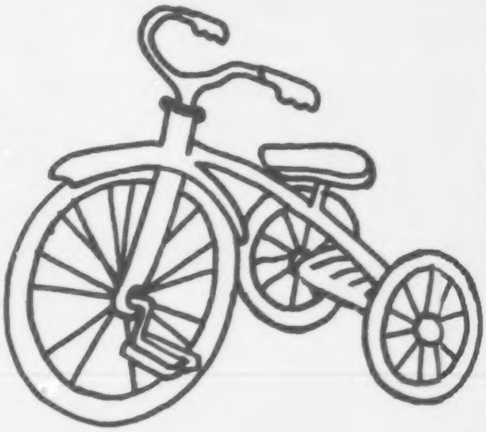

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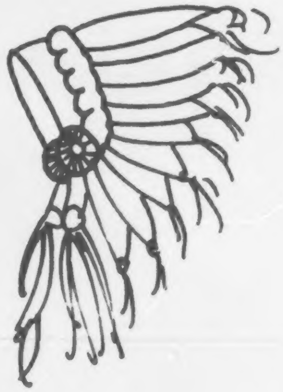

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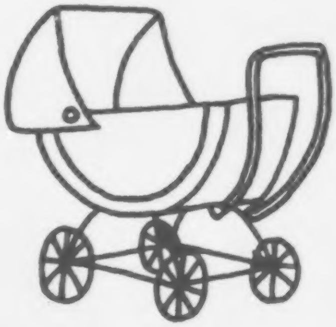

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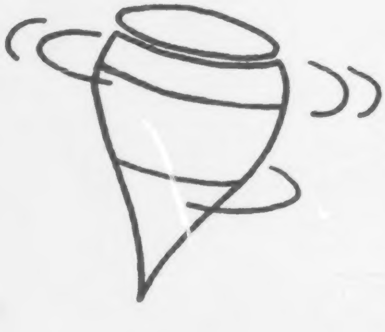

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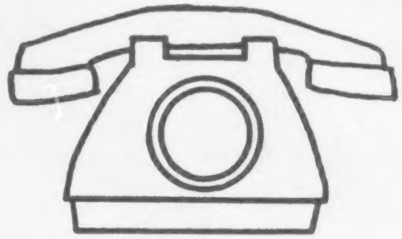

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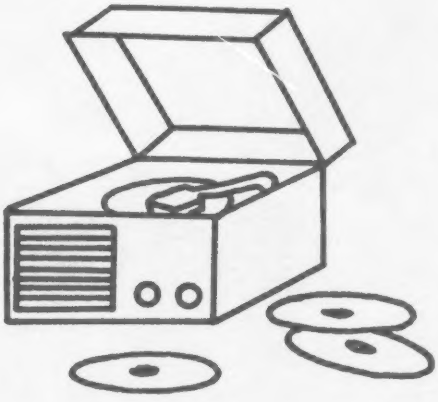

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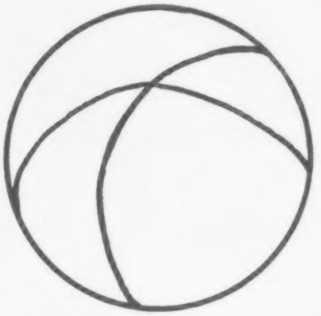

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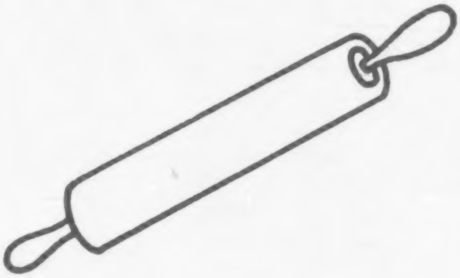

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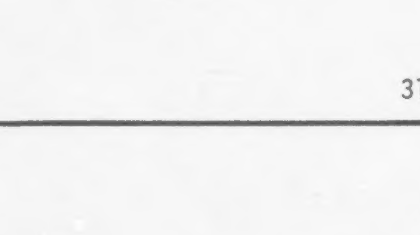

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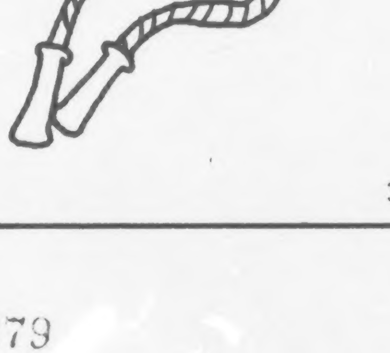

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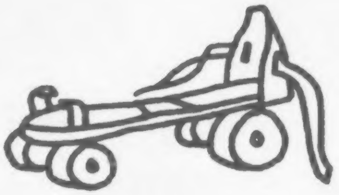

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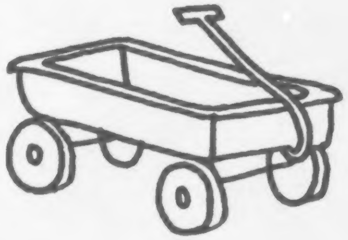

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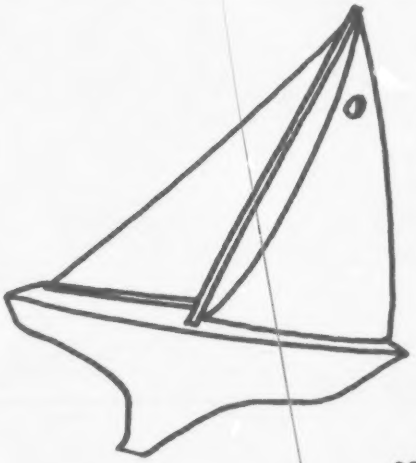

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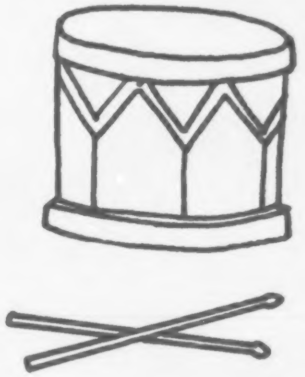

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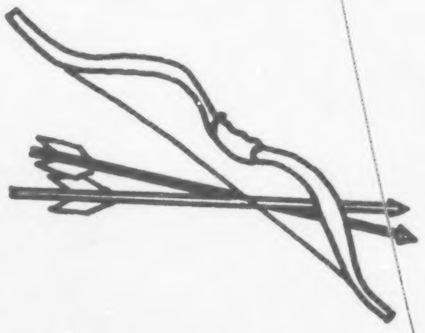

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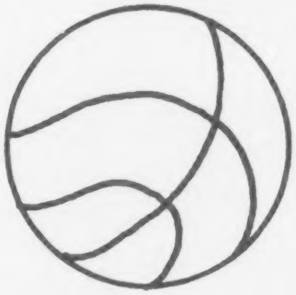

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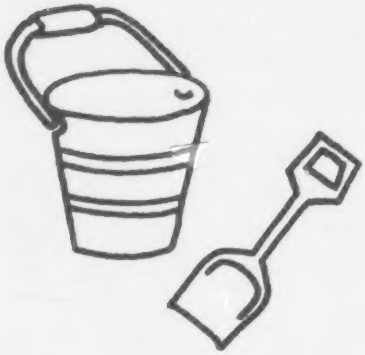

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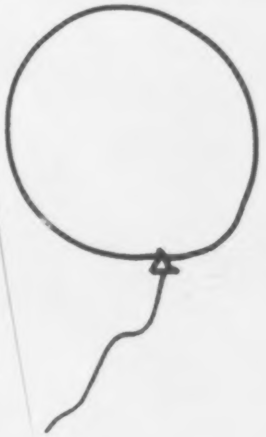

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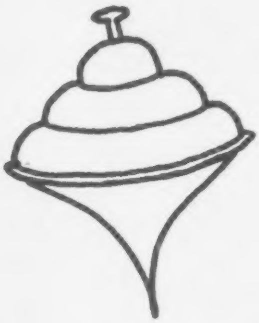

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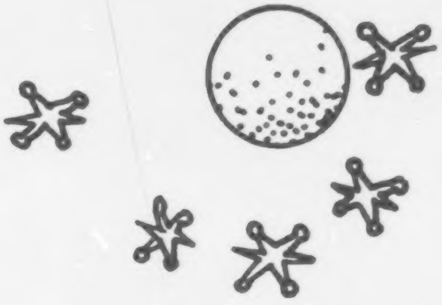

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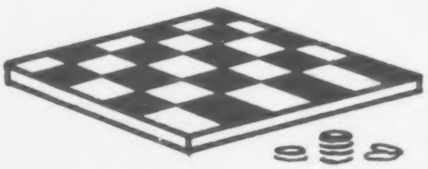

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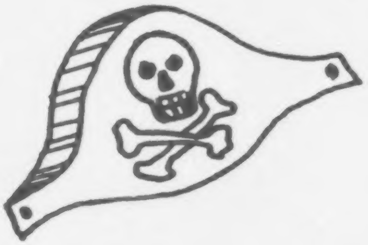

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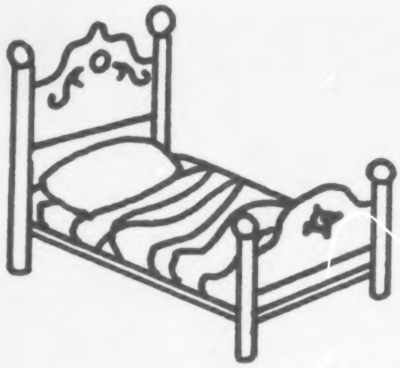

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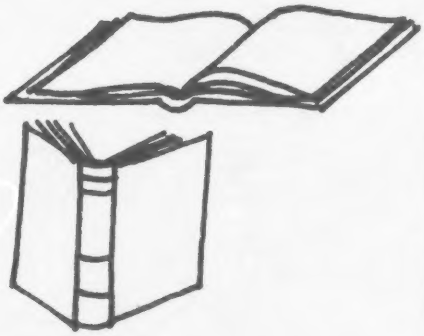

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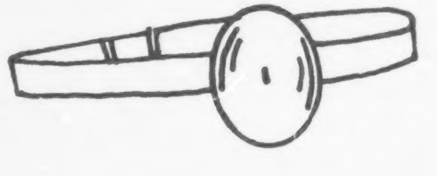

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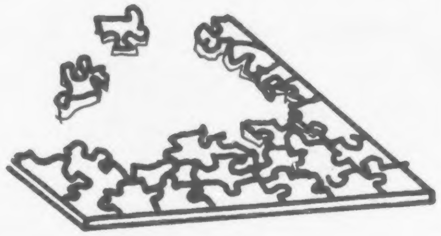

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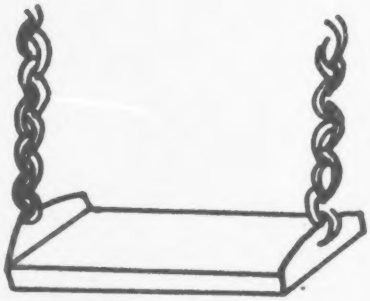

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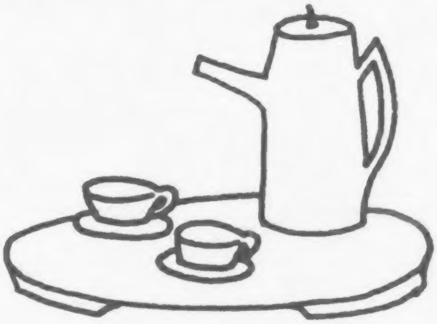

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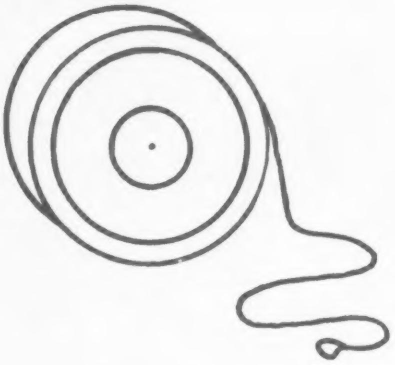

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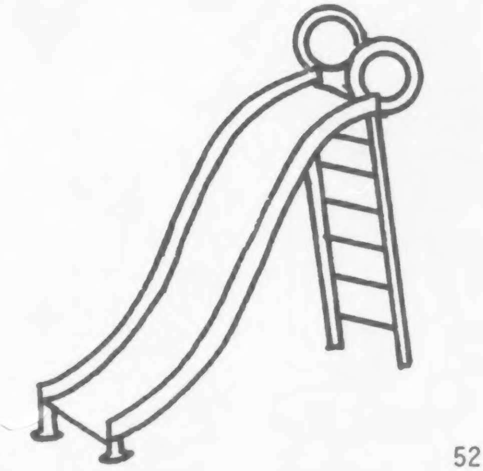

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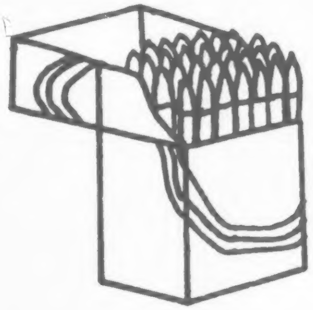

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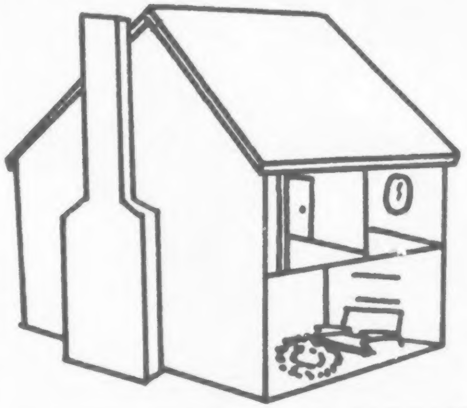


54

How Are We Being Influenced?[1]

Stereotypes are so much a part of day-to-day activities that they may not be recognized as subtle influences on attitudes. What are the forces that shape these attitudes, and how aware are you of their influences?

Watch one of your favorite situation-comedy, family TV shows, and evaluate it by marking the chart and answering the questions below. In the left column write the names of characters that appear in the program. After the show is over, analyze each character and his or her role by placing checks in the appropriate boxes. Use the spaces marked "Other" to describe behaviors that you noted but that are not listed.

Name of program ________ ________	Estimated time character appears			Behaviors noted												Character's sex	
Characters	Often	Occasionally	Seldom	Humorous	Independent	Emotional	Submissive or a follower	Scatterbrained	Logical	Aggressive and ambitious	Lazy	Gentle	Strong	Other ____	Other ____	Male	Female

---

[1] Adapted from "How Are We Being Influenced?" *Forum* (J. C. Penney Co.) (Spring/summer, 1973), 12-13; reprinted with permission.

1. Were there stereotypes of behavior for men indicated? For women?
2. Were there indications of people being stereotyped on the basis of:
    - The way they look
    - The profession they're in
    - Their background
    - The part of the country they're from
3. Were people acting the way society expects a person to act in this stereotyped role?
4. Did you note any nontraditional roles (male, female, occupational, and so forth)?

The same chart can be used to analyze other areas in which attitudes, stereotypes, and behavior may be influenced:

- Children's TV programs
- Short story in a man's magazine
- Short story in a woman's magazine
- Short story in a magazine for young women
- A current movie
- A popular song
- Textbooks
- A play
- News magazines
- Cartoon strips
- Advertising
- TV and radio commercials
- Comic books
- Children's books

I CAN CHOOSE--An extended strategy for a Future Homemakers of America-Home Economics Related Occupations chapter that builds a classroom unit on career awareness and changing roles

Objective

This strategy should help students develop their ability to:

Develop a career awareness unit to be presented to primary classrooms.

Generalization

Changes in stereotypes regarding acceptable sex roles broaden the life-style options for both men and women.

Activities

The chapter may conduct the following activities to achieve the objective:

- Develop a flip chart of occupations arranged in alphabetical order. Directions for making a flip chart are on pages 205-206. Each card will include a letter of the alphabet and an illustration of an occupation that begins with that letter. Illustrations should portray both sexes. Illustrations can be magazine pictures or drawings by FHA-HERO members. Examples of such cards can be found on pages 268-269. A brief, interesting explanation of the job, including the service aspects, should be included on the back of the card. Job descriptions should be very brief. If necessary, the flip chart should be presented in more than one session. The *Alphabetical Index of Industries and Occupations* (Washington, D.C.: United States Department of Commerce, 1971) could be used as a resource for occupations. A minimal list of occupations from which chapter members can choose follows:

  Actor/actress
  Airline attendant
  Animal trainer
  Architect
  Artist
  Astronaut
  Athlete
  Auto mechanic

  Baker
  Banker
  Barber
  Baseball player
  Bus driver

  Carpenter
  Cashier

  Chef
  Chemist
  Clockmaker
  Clown
  Construction worker
  Coach
  Cowboy
  Custodian

NOTE: This material was developed by Carole DeLap, Hanford High School, Hanford Joint Union High School District.

Deliveryman
Dentist
Dietitian
Doctor
Druggist

Electrician
Engineer
Eye doctor
  (ophthalmologist)

Farmer
Firefighter
Fisher
Florist
Forest ranger

Gardener
Gas station attendant
Geologist
Glassblower
Guard
Grocer

Highway patrolman
Home economist
Horseshoer

Ice cream man
Innkeeper
Inventor
Irrigator

Jockey
Judge

Kennel worker
Kitchen chef

Lawyer
Librarian
Lifeguard
Lumberman

Mailman
Meat cutter
Milkman
Miner
Model
Museum manager
Musician

Newspaper reporter
Nurse

Orchestra leader
Organist

Photographer
Pilot
Plumber
Policeman
Preschool teacher
Principal

Quarry worker
Quarterback
Quiz show announcer

Radio announcer
Restaurant owner

Salesperson
Scientist
Sheepherder
Sheriff
Singer
Ski instructor
Secretary
Seamstress

Tailor
Teacher
Telephone lineman
Telephone operator
Train conductor
Truck driver
Television announcer

Umpire

Veterinarian

Waitress/waiter
Watchmaker
Watchman

X-ray technician
Xylophone player

Yacht rigger
Yardman

Zeppelin operator
Zookeeper

NOTE: Gender references have been removed from such titles as firefighter, airline attendant, and salesperson. Some titles include a gender choice: waiter/waitress, actor/actress. In other titles gender reference has been deliberately maintained so that FHA-HERO members may become conscious of the influence of language as they change mailman, policeman, fisherman, seamstress, deliveryman, highway patrolman, watchman, and so forth to nonsexist terms.

- Teach the children the song "I Can Choose," which is sung to the tune of "Twinkle, Twinkle, Little Star."

I CAN CHOOSE

A B C D E F G
Can you guess what I will be?
Even if I'm he or she
I can do it happily.
All the way from A to Z
I can choose a job for me.

- Conduct a story time for children in the primary grades. Discuss with a children's librarian the books that would be appropriate for a career awareness story time.
- Prepare a program from the book Free to Be...You and Me, by Marlo Thomas and others (New York, N.Y.: McGraw-Hill Book Company, 1974). Use the songs "Parents Are People," "Free to Be," and "Glad to Have a Friend Like You." Use such poems as "Don't Dress Your Cat in an Apron" and "My Dog Is a Plumber."
- Conduct an occupational role-playing session. Prepare occupational dress-up kits. Collect and make materials related to a variety of occupations. Examples of such occupational dress-up kits include:

Chef's kit	hat, apron, and a variety of kitchen utensils
Chemist's kit. . . .	mock-up of a Bunsen burner and plastic bottles
Dietitian's kit. . .	laboratory jacket, postal scales, and food models
Doctor's kit	stethoscope and surgical gown
Geologist's kit. . .	small hammer, rocks, and a magnifying glass
Mail carrier's kit .	hat, pouch, and pieces of mail
Photographer's kit .	old camera and photographic prints
Plumber's kit. . . .	cap and a variety of tools

- Write to primary grade teachers letters that contain:
    - An explanation of the purpose of the presentation
    - An outline of the presentation
    - A request for permission to make a classroom presentation
    - Information about FHA-HERO and how members can be contacted
    - A request for a planning meeting with any interested teacher
- Prepare an evaluation instrument to be completed by the teacher of the primary class.

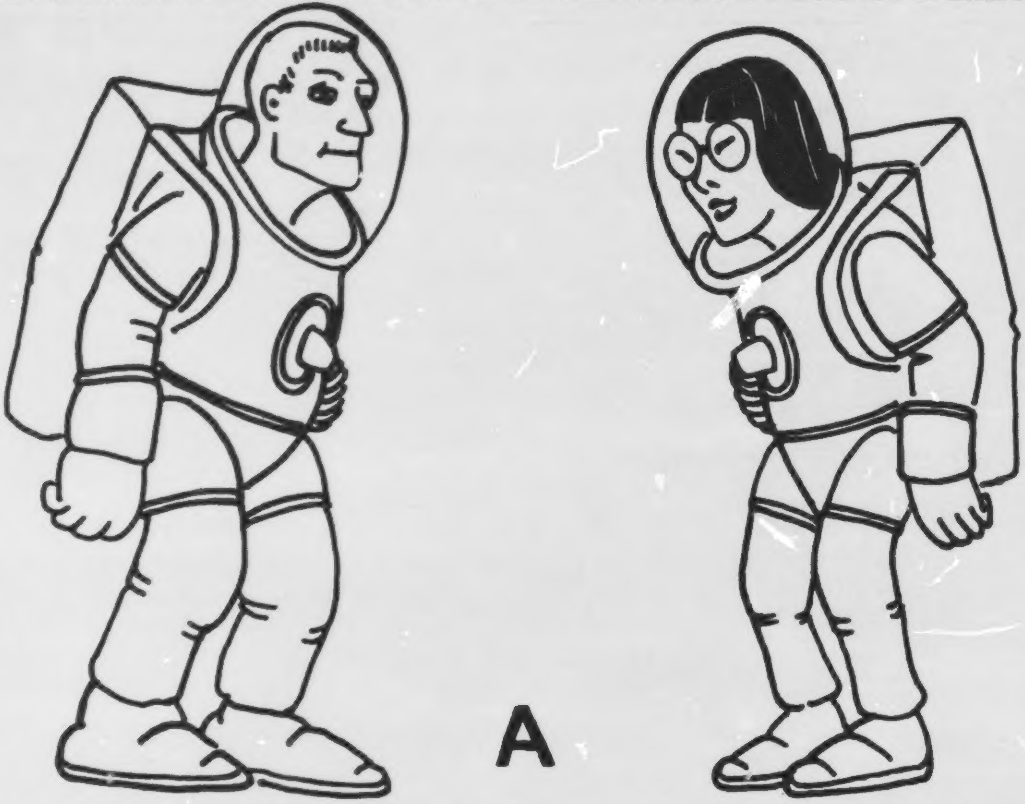
- Develop a chart on which to record:
    - Who wrote to whom
    - The date the letter was mailed
    - The response received
    - The date of the planning meeting
    - The date of the presentation
    - The members' feelings regarding the presentation
    - What members learned during the presentation
    - A summary of the teacher evaluation
    - The date on which "thank you" letters were sent to the teacher and administrator

Evaluation

After each presentation, examine the evaluation instrument to be completed by the teacher of the primary class to see what changes should be made in the presentation.

Use the record chart to evaluate the entire extended strategy.

See page 264 for the discussion on the use of these materials.



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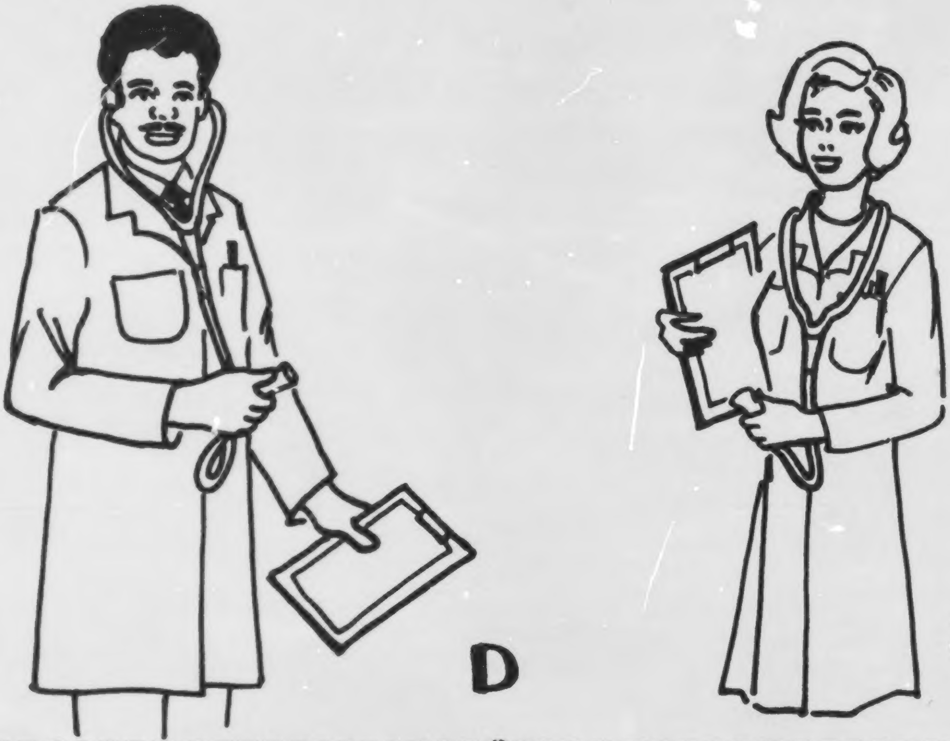

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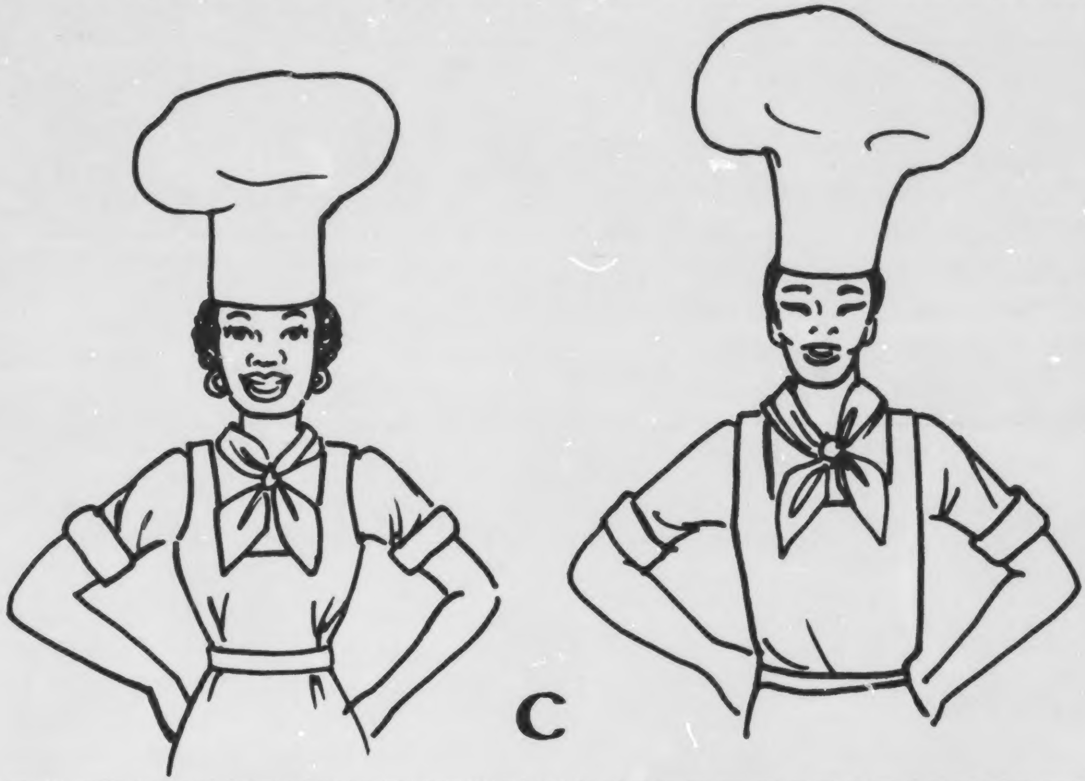
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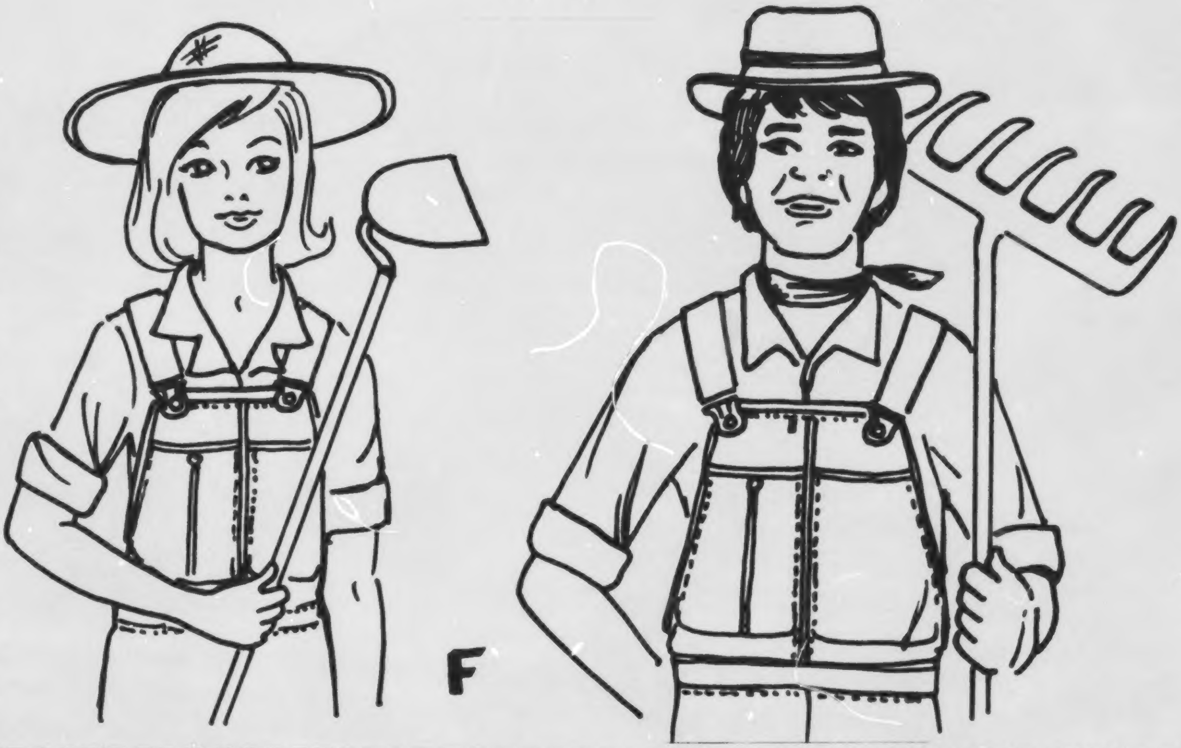
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Independence and Interdependence

The dilemma of independence and interdependence is an issue faced not only by youth but also by individuals throughout their entire cycle of life. Education has helped youth focus on becoming independent as though independence, once achieved, were forever maintained. Yet in some cultures the struggle of the aging to maintain independence may be as intense as the struggle of youth to achieve it.

Independence has been dignified as a value underlying the very core of American democracy, although we live in an increasingly interdependent world. The rugged individualist who cut a trail through the wilderness yesterday might have to learn to live with others in a condominium today.

When independence is overvalued, it denies those human needs that are fulfilled only through interaction with others. When interdependence is magnified, individuals may not fulfill their potential.

Between youth and old age this dilemma of independence and interdependence must often be recognized and resolved.

This section includes the following instructional strategies:

Clothing for the Aging

Coping

Commitment

Development Is ...

Giving Meaning to Life

How Do We Learn to Grow Old?

Maintaining Independence

Nutrition and Aging

Clothing for the Aging

An instructional sequence designed to help adults recognize the special clothing needs of the aging

Objectives

This instructional sequence should help students develop the ability to:

Recognize the unique clothing requirements of the aging.

Select and modify a commercial clothing pattern to meet these needs.

Generalization

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

Activities

The teacher may use the following activities to help achieve the objectives:

- Administer a simple pretest. For example, ask the students to list the clothing needs of the aging.
- View films, filmstrips, or other visual media that show physical problems and changes in body proportion that occur during the aging process.
- As an entire class discuss the clothing problems of the aging. Such problems might include the following:

  Finding washable, nonirritating fibers

  Having closures that are easy to reach and use and that are large enough so the garment may be put on with ease

  Avoiding tight, constricting fit

  Finding warm garments that are attractive and colorful

Invite a resource person such as a home-health aide or an employee of a nursing home or a panel of persons who have been responsible for elderly relatives to discuss the clothing problems that face elderly persons. Compare the panel member's experiences with the class-developed list.

Have small groups of students examine pattern books and select patterns that appear suitable for an aging individual.

Using the overhead projector and transparencies or posters, illustrate how patterns can be altered to better meet the clothing needs of the aged. Such alterations could include:

Substituting a zipper or Velcro for buttons

Changing a back closure to a front closure

Modifying the sleeve design to allow for a roomy armhole for ease of movement

Adding a functional pocket to the design

Making the waistline adjustable

Altering the pattern to accommodate the changing figure proportions of the aging

Construct a garment, utilizing such pattern alterations.

Evaluation

Return the pretest to the students. Ask them to indicate how they would change their answers by either adding to their original list or eliminating items that now appear insignificant.

Develop an instrument for the evaluation of a garment constructed for an aging individual.

RESOURCE

May, Elizabeth; Neva Waggoner; and Eleanor Hotte. Independent Living for the Handicapped and the Elderly. Boston, Mass.: Houghton Mifflin Company, 1974.

If FHA-HERO members are enrolled in a clothing class, this strategy may be adapted for chapter use by allowing members to alter ready-made clothing for aging family members or for an adopted grandparent. Such alterations could include:

Replacing buttons with Velcro

Enlarging neck openings

Substituting front closures for back closures

Mending garments

Hemming garments

Coping[1]

An instructional strategy designed to assist the secondary student at the intermediate level in coping with stress

Objectives

This instructional strategy is designed to help students develop the ability to:

- Discriminate between periods of stress and periods of crisis.
- Differentiate between predictable and unpredictable crisis situations.
- Examine ways in which they have reacted to stress or crisis.
- Suggest ways in which individuals and families can make preparations for responding in crisis situations.
- Describe ways in which one can strengthen decisions made under stress.

Generalizations

- All individuals and families will face stress situations.
  - Stress situations create both emotional and physical distress.
- Not all stress situations become crises.
  - A crisis may be defined as a situation which disrupts an individual's or family's ability to function.
  - Unpredictable situations are more apt to produce a crisis than predictable situations for which preparation has been made.
  - Decision-making patterns assume increased importance during a stress period.
  - Personal and family resources include adaptability and a feeling of cooperation and support among family members.
  - A stress situation is as serious as an individual or family perceives it to be.
  - Stress situations may ultimately be growth producing.

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[1] This strategy was adapted from curriculum modules developed by Evelyn Meacham and Melinda Santa Cruz, Westminster High School, Huntington Beach Union High School District, and Sue Chelini, Redwood High School, Tamalpais Union High School District.

Activities

The teacher may use the following activities to help achieve the objectives:

- Set up a dramatized crisis with a student from the class, a drama student, an administrator, or another teacher. The simulations could involve having someone become very ill or having two people violently argue. Have a videotape made of the scene if that can be done without arousing suspicion. The teacher should be out of the room when the "crisis" occurs.

  If it is not possible to simulate a crisis, take advantage of a real crisis that occurred in the school or community of which most students are aware.

  Discuss the crisis situation. Possible questions are:

  What happened?

  What did you see?

  What did you do?

  What did others do?

  What was your reaction?

  Who took over leadership?

  Who got hysterical?

  Who calmed others down?

  What is a crisis?

  What other crises have you been involved in?

  How have you typically reacted in a crisis?

  What happens to a person's ability to function during a crisis?

  What could you do to prepare for other unexpected crises?

- Divide the class into groups, and have the groups compile a list of stress or crisis situations that happened to the members or to their families. For example:

  Moving

  Death of a family member or of a close friend

  Injury or illness

  Lost job, lost income

  Divorce

  Vacation

  Marriage

  Foreclosure of mortgage or loan; repossession

  Drug use

Alcoholism

Arrest

Theft

Natural disaster

Crime victim

Will not graduate

Relative coming to live with family

Someone moving out of the home

Each group will review its list, and a class tally will be made of all of the types and kinds of crises.

- From the large list made by the class, ask students to differentiate between stress and crisis and predictable and unpredictable crisis situations.
- Ask students what can be done to prepare for the predictable crisis situations. Preparation may include taking first aid courses, CPR training, and judo classes; conducting fire, flood, and earthquake drills; installing smoke detectors, fire escapes, and lock systems; trying to have a cushion in the budget and a "rainy day" savings account; knowing and following fire, accident, and crime prevention techniques.
- Ask students to list their personal stress situations on paper. Have students ask their parents to identify the stresses they remember from their school days. Compare the two lists to identify similarities and differences between generations.
- Music that illustrates typical stress situations could be analyzed. Examples of such music include:

  "Havin' My Baby," by Paul Anka

  "Cats in the Cradle," by Harry Chapin

  "Hot Cakes," by Carly Simon

  "My Father," by Judy Collins

  "Changes," by Loggins and Messina

  "Sit Down Kids," by Sonny & Cher
- View the slide program Coping with Life: The Sources of Anxiety as a way of introducing stress as a natural part of daily life.
- Distribute copies of "Three Case Study Readings," included on pages 278-279, to students, and ask them to read the three case studies and answer the following questions:

  What is the stress condition described in each case study?

  How would you react in each of the stress situations?

  Summarize in a short paragraph why stress must be expected to be a natural part of daily living.

- Have the students keep a Personal Stress Journal for one week, listing stress encountered in their daily lives. A suggested format:

Date and time	Location (Where did it take place?)	Stress encountered	Cause of the stress	How I handled it	Some alternative ways I might have handled it

- View the film Robin. . .A Runaway, and discuss whether the film depicted a desirable or undesirable method of handling the stress circumstance. Discuss how students typically respond to stress and crisis.
- View filmstrips, such as Dealing with Stress and Adolescent Conflicts, and discuss desirable ways of coping.
- Analyze how effective decision making can be strengthened during periods of stress or crisis by observing the following:

  Make advance preparation.

  Be as objective as possible.

  Ask for and evaluate advice and/or help from others.

  Do not make unnecessary major decisions under extreme stress; give yourself time to make them.

Evaluation

As a pretest and post-test, have the students respond to the following:

In writing, briefly define the meaning of stress and crisis.

In writing, summarize how you feel about your present ability to cope with stress or crisis encountered in daily living.

List three ways in which you best cope with stress.

Describe two ways in which to strengthen decisions that have to be made while under stress.

List at least three different ways in which people can prepare themselves for emergencies.

RESOURCES

Adolescent Conflict Series (Two filmstrips and cassettes). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Coping with Life: Sources of Anxiety (160 color slides in carousel, cassette, and Teacher's Guide). The Center for Humanities, Inc., Two Holland Avenue, White Plains, NY 10603.

Dealing with Stress (Two filmstrips and cassettes). Sunburst Communications Center, 52 Clemons Avenue, Pound Ridge, NY 10576.

Scharzrock, Shirley. Crisis Youth Face Today: The Coping With Series. Circle Pines, Minn.: American Guidance Service, Inc.

Teenagers Talk: Getting Through Adolescence (16 mm film). BFA Education Media, 2211 Michigan Avenue, P. O. Box 1795, Santa Monica, CA 90406.

Robin. . .A Runaway (16 mm film, 1976). Filmfair Communications, 10900 Ventura Boulevard, Studio City, CA 91604.

Klemer, Richard H., and Rebecca M. Smith. Teaching About Family Relationships. Minneapolis, Minn.: Burgess Publishing Co., 1975.

Runaways (16 mm film, 1976). The Little Red Filmhouse, 119 S. Kilkea Drive, Los Angeles, CA 90048.

FHA HERO

As an FHA-HERO leadership development activity, the chapter officers or block representatives could develop a method whereby the chapter can provide support services when members face a stress or crisis situation such as personal or family illness or the death of a family member.

Three Case Study Readings

Stress and School

Ellen had been having difficulty in her algebra class since the beginning of the second semester. Now, just before third quarter grades were due to be sent home, she realized that her average grade was a "D" and that her parents would now know about her problem. Ellen's parents had a standing rule that any grade below a "C" in any class would result in automatic suspension of her weekday dating privileges and use of the family car. Admittedly, her grades had suffered some from the few times (possibly five) that she had failed to turn in her assignments because she had been on a week-day date with Gary, but primarily her grade was low because of several class "cuts" she had taken on test days and had not been allowed to make up.

Ellen was worried enough that on Thursday of the week before grades were due to be recorded, she made a special appointment to see her algebra teacher concerning her grade. She attempted to "explain" to him about her parents' rule and the reasons she had cut class on test day. She pleaded with him to allow her to do some make-up work to bring her grade up to a "C." Mr. Ross listened to Ellen's explanation, and then he gave her the reasons why he could not allow Ellen to make up in two or three days the work she had missed over an entire quarter of the class. He expressed real regret and concern but would not alter his decision. Mr. Ross did offer to call Ellen's parents and explain his position. Reluctantly, Ellen thanked him and said she would explain to her parents about the grade.

As Ellen left the conference, she was almost in tears; she had let herself and her parents down and would possibly lose Gary because of not being allowed to date on weekdays. Furthermore, her parents were going to be very angry and upset when they received the news.

Stress and Friendship

The phone rang insistently. "Mom, please get that for me," said Debbie. The voice on the other end asked for Debbie. When Debbie picked up the phone, her very best friend, Julie, was almost in tears. Debbie asked, "Julie, what's wrong?" Through the sobs Julie related how her boyfriend, Jim, had told her after school that day that he no longer wanted to go steady. Julie had been so shocked that she had failed to ask why. She had walked home alone, barely holding back the tears. Now, after several hours of thinking about the situation, she was certain that Jim had found a new girlfriend.

Debbie and Julie discussed at length the possible reasons that Jim could have had for wanting to break off the relationship. Debbie suggested that the possibility of a new girlfriend was real but tried to come up with other logical reasons as to why Jim had decided to break off the steady relationship.

Debbie knew that Julie was somewhat unsure of herself and her ability to attract a boyfriend and she did not want to further undermine Julie's self-confidence, so she made several suggestions regarding why Jim had decided to break off the relationship. Debbie suggested that Jim's involvement in team sports could be requiring more of his time, or possibly he felt the relationship was getting too serious for him, or his parents could be concerned about the way his grades had dropped when he started to go steady.

Debbie asked Julie whether Jim had said if they would continue to date occasionally. Julie did not know. At this point both girls realized that it was 11:30 p.m. and Debbie had a class at 7:30 in the morning. She tried once again to reassure Julie that everything would work out for the best, and then she hung up the phone.

Suddenly Debbie remembered that she was having an important test tomorrow morning and had not studied for it because of this crucial problem with her best friend. Well it was too late tonight to study, and, besides, she had entirely too much on her mind to think about her test.

As she prepared for bed, Debbie decided that tomorrow morning she would decide what to do about the test.

Stress and Family

Karen stretched leisurely and yawned. The sun felt warm through the sheets of her bed. As she slowly came out of her semiconscious condition, she visualized a day at the beach with her friend, Linda, sunbathing and boy-watching.

In the doorway to Karen's bedroom, Karen's mother appeared, "When are you going to look for a part-time job for the summer?" Karen sat bolt upright in

Karen sat bolt upright in bed and replied in a somewhat sarcastic voice, "I don't understand why I have to go look for a job. I babysit for extra money, and the weekly allowance you give me is enough for my summer expenses.

Her mother's reply was that now that she was sixteen years old, Karen needed to accept a greater share of the responsibility for the clothing purchases, entertainment, and gasoline needs. Furthermore, she would be a senior in high school next fall and would need extra money for various activities. Heatedly, they argued back and forth about the entire issue. Karen finally got out of bed and prepared to look for a summer job.

As she showered, Karen felt that her mother was being "plain mean" to her, was insensitive to her feelings, and was forcing her to compete in a difficult job market. By the time she completed her shower, she was feeling very sorry for herself. She didn't know where to begin to look for a job or how to interview effectively, and she had had no experience or training for any job in particular. As she dressed, Karen felt like crying, but her mother had been very clear in her message, and Karen knew her mother meant it when she said "no job" would mean "no car privileges, no extra money for special nights at Disneyland, and no new summer clothes."

With a very heavy heart indeed, Karen stepped out of the house into the warm summer sun and the cold realities of life.

Commitment[1]

An instructional strategy designed to help students at the advanced level awaken the conscience of youth toward the problems of the elderly

Objectives

This instructional strategy is designed to help students develop the ability to:

Integrate interaction with the elderly into their own life-styles.

Suggest ways in which age-related problems could be minimized.

Cooperate with community agencies which provide services for the elderly.

Simulate the physiological problems of the aging, and describe the feelings experienced while trying to adapt to these physical handicaps.

Generalizations

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

Age-related physiological and economic changes make it difficult for some individuals to control their environments.

Loss of geographic mobility, which decreases the life-space environment of the aging, brings an increased importance to the role of service personnel and neighbors.

Housing and transportation have increasing psychological significance to the aging.

Older adults in the United States differ widely in resources, abilities, opportunities, and interests.

Social changes have created role loss and social isolation for the elderly. This hinders adaptation and adjustment to old age.

Youth and the aging have much to offer each other, for they reinforce the continuity of life.

The tendency to segregate the aging deprives younger family members of role models.

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[1] This strategy was adapted from curriculum modules developed by Hope Rechif, Rosemead High School, El Monte Union High School District, and Winifred Walker, Etna High School, Etna Union High School District.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- Pretest: Ask students to list as many problems of the elderly as they can. Collect the papers, and keep them until completion of strategy.
- As an "Affective Opener," gift wrap boxes in a variety of shapes and sizes. (NOTE: If the lids are wrapped separately, the boxes can be reused.) A box for each student in the classroom is not necessary.
    a. Place in each box the directions for a simulated problem of the aging (see page 284) and the necessary supplies for that activity to simulate a physiological problem often encountered by the elderly.
    b. Allow each student to select a gift box. Then give the students time to experiment with their selected simulations and the opportunity to try some of the other simulations.
    c. Discuss the students' feelings and reactions to the simulations.
- Read "How to Talk with an Older Person with a Hearing Loss," included on page 286.
- View such films as *Weekend* or *America's Aged: The Forgotten Many*.
- Interview three elderly persons in the neighborhood to find out what their biggest age-related problems are and why. List the responses on the board. In small groups have students categorize the problems, by types: (1) biological/physical; (2) psychological/social; and (3) economic. When students are finished categorizing the problems, discuss the overlapping nature of the problems. Have students suggest ways of coping or dealing with the problems. Discuss the social policies that contribute to the problems (retirement, social security, Medicaid, and so forth). Discuss *loss* as a constant theme in problems of the aged.
- One of the major goals of this strategy is student involvement and commitment. The strategy could be organized in several ways to help students reach this goal.
    1. Ask students to spend a designated number of hours with an older person, preferably with one who is separated from family. They should try to establish a positive relationship with the older person. Have the students share with the class their reactions to and benefits from the experiences.
    2. Have the students plan an activity or project which will improve the living conditions of at least one older person. Implement the plans and share the results with the class.
    3. Select one or more of the "Experiential Experiences" described on pages 288-289. Have the students work individually or in groups on the selected project(s).

4. Use the "Experiential Experiences" as class discussion topics and allow students to decide whether they wish to become personally involved or committed.

5. Form a Gray Panther Club in which membership is open to anyone. Tell the students that the club has no dues, no structure, and no leaders. Tell them it is a state of mind; a commitment to change the status and conditions of the elderly.

   The teacher should decide which of the "Experiential Experiences" are appropriate for the school/community and decide how many experiences are required for membership in the club. The "experiences" might even be given designated values: five points for the less difficult "experiences" and 10 or 15 for those activities that require much more effort. A predetermined number of points (perhaps 15) could be set as the requirement for membership. Students may work on additional activities if they wish. Activities may cover short and long time spans. An assignment (experience) calendar should be posted so that students know when an activity is due. Students are required to make a presentation regarding what was done, how it was done, what was learned, and the benefits derived by the elderly person and the student.

- View the film The Transformation of Mabel Wells to promote understanding of the two-way benefits received through interaction between the youth and the elderly. Ask the students to write a paragraph about how their experiences have led to a greater understanding and appreciation of the elderly.

Evaluation

Evaluation should be based on the successful completion of the "Experiential Experiences" or on student involvement with the elderly.

As a post-test, have the students list as many problems of the elderly as they can recall. Compare the pretest and post-test results, and calculate student change.

RESOURCES

About Aging: A Catalog of Films. Mildred V. Allyn, Project Editor. Los Angeles, Calif.: Ethel Percy Andrus Gerontology Center, University of Southern California, 1977.

America's Aged: The Forgotten Many (Filmstrip). Current Affairs Films, 24 Danbury Road, Wilton, CT 06897.

Atchley, R. A. The Social Forces in Later Life: An Introduction to Social Gerontology. Belmont, Calif.: Wadsworth Press, 1972.

Bengtson, V. L. Social Factors in Adult Development and Aging. Indianapolis, Ind.: Bobbs-Merrill, 1973.

Bromley, D. B. The Psychology of Human Aging. Baltimore, Md.: Penguin Books, 1966.

Felstein, Ivar. Later Life: Geriatrics Today & Tomorrow. Baltimore, Md.: Penguin Books, 1969.

Gray Panthers (Organization), 3700 Chestnut Street, Philadelphia, PA 19104.

How Would You Like to Be Old? (Two filmstrips and cassettes). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Intimate Relationships: Marriage, Family, and Life-Styles Through Literature. Edited by Rose M. Somerville. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Living with Aging (Pictures and teacher's guide). Documentary Photo Aids, P. O. Box 956, Mount Dora, FL 32757.

Larsen, Dorothy. Dialogue on Aging. New York, N.Y.: Teachers College Press, Columbia University, 1966.

Loether, Herman J. Problems of Aging. Belmont, Calif.: Dickenson Publishing Co., 1967.

Neugarten, B. L. Middle Age and Aging: A Reader in Social Psychology. Chicago, Ill.: University of Chicago Press, 1968.

Normal Aging. Edited by Erdman Palmore. Durham, N.C.: Duke University Press, 1970.

Robbins, Ira. Housing the Elderly. Washington, D.C.: Government Printing Office, 1971.

Rich, Thomas, and Alden Gilmore. Basic Concepts of Aging--A Programmed Manual. Washington, D.C.: Department of Health, Education, and Welfare, 1972.

"The Later Years (and Death)--Part II," Tips and Topics (Box 4170, College of Home Economics, Texas Tech. University, Lubbock, TX 79409), Vol. XVI, No. 4 (May, 1976).

Weekend (Film). Mass Media Associates, 2116 N. Charles Street, Baltimore, MD 21218.

The Transformation of Mabel Wells (Film). Guidance Associates, 757 Third Avenue, New York, NY 10017.

FHA-HERO chapter members can plan and conduct an ongoing "Adopt a Grandparent" program for individuals in convalescent hospitals or board-and-care homes, or for other elderly shut-ins. Services provided may include running errands, shopping, reading, entertaining, and talking and listening to the elderly.

During subsequent chapter meetings, discussions should focus not only on what members are giving, but also on what they are receiving from this experience. This activity may be used for the Community Involvement Award Program in FHA-HERO Competitive Recognition Events.

Simulating Problems of the Aging

Students can perhaps be helped to understand the physical problems of the aging members of the community through participation in the following simulations:

Arthritis	1.	Wrap ace bandages around your knees. Try to walk. Try to go up and down stairs. Take your shoes off; put them on. Pick up an object from the floor.
Arthritis	2.	Wrap ace bandages around your elbows. Comb your hair. Pretend you are closing a back zipper, buttoning a shirt or blouse, or tying a tie.
Arthritis	3.	Wrap one bandage around your ankle and one around your knee. Walk around the room. Try going up and down stairs. Take your shoes off, and put them back on. Pick up an object from the floor from a standing position.
Arthritis	4.	Put on men's garden gloves. Write a paragraph. Button and unbutton a blouse or shirt. Tie a pair of shoes.
Arthritis	5.	Wrap elastic around your hand so your fingers are stiff. Write a letter to a son or daughter.
Stroke	6.	If you are right handed, fill in a check by using your left hand. If you are left handed, use your right hand to fill in a check. Fill in a rental agreement.
Stroke	7.	Place a Ping-Pong ball in your mouth. Repeat the Pledge of Allegiance. Read a paragraph out loud.
Stroke	8.	Tie a yardstick to each leg. Pick up an object from the floor. Try to go up and down the stairs. Take your shoes off, and put them back on.
Hearing loss	9.	Put ear plugs in your ears. Put on head phones. Carry on a conversation with someone.
Hearing loss	10.	Carry on a conversation with another student when you are on opposite sides of a window.
Loss of sight	11.	Put on glasses covered with wrinkled plastic wrap or vaseline. Read a paragraph.

Loss of smell	12.	Hold your nose. Close your eyes. Sample the foods included, and try to identify them.
Loss of touch	13.	Cover your hands with the plastic bag. Thread a needle. Button a blouse or shirt.
Loss of touch	14.	Cover your fingers with rubber cement. Let the cement dry. Thread a needle.

How to Talk with an Older Person with a Hearing Loss

by Dr. Orvis C. Irwin

I am more than eighty-five years old, and I have poor hearing. I have been asked to tell you about my experience in listening to others. We all know that many older people have difficulty in hearing, but there are ways you can talk that will make it easier for the hard-of-hearing person to understand you.

First, let me tell you how my hearing loss makes me feel. Since I hear only about one-half of what people say to me, I feel very frustrated. I sometimes feel isolated from the group that is talking.

You can do a number of things that will make it easier for me to hear you.

Don't talk too fast. Many people run their words together. This upsets me. It is important that you slow down your speech somewhat. Leaving just a slight interval between your words helps greatly. One with a hearing loss becomes quite confused when words are run together.

If you will raise your voice somewhat more than you usually do with your friends, it will help me understand you. Of course, it is not necessary to shout, just speak a little louder.

The matter of emphasis is important. You know, of course, that certain words in a sentence are more important than other words. They are important because they carry the meaning of the sentence. Each word should be said distinctly, but the important words should be given more emphasis or stress by being spoken more strongly or a little more slowly. To illustrate, look at the following sentence:

The weather forecaster says it will rain today.

In this sentence all of the words have the same emphasis. None of the words stand out. This manner of speaking makes it difficult for someone with poor hearing to understand the meaning. Now look at this way of saying the sentence:

The weather forecaster says it will rain today.

This sentence is more easily understood because the main words, those that carry the meaning, are emphasized.

Try saying the sentence both ways. Again, remember to slow down just a little, speak a little more loudly, and make the strong words stand out.

Emphasis is also important in using the various sounds which make up a word. Words are made up of vowels and consonants, and they are useful in making your speech clear and intelligible to one with a hearing loss.

When we say words, we breathe through and out of the mouth. It is an interesting fact that when a sound like A, O, or U is made, the breath flows freely through and out of the mouth. That is, the breath stream is not stopped by any part of the mouth. Try saying O. Notice that nothing holds back the sound. This kind of sound is called a vowel. But when you say B, T, or S, some part of the mouth interrupts the breath stream. For instance, try saying B as in ball. Notice that the lips are first closed and then opened. When you say G as in go, the back of the mouth first closes and then opens to let the sound through. This is the difference between a consonant and a vowel.

Now it is helpful for you to know that in your speech you must emphasize consonants more than vowels for a hard of hearing person to understand you. This is because consonants sharpen up words more than vowels do.

Another strange thing about consonants is that some of them are harder to hear than others. For instance, the consonant F, as in fit, is a weak sound and the T is a strong consonant. The F is harder for one with hearing loss to hear than the T at the end of the word. In the word "fill" both consonants are weak, and "fill" is a word that many older persons hear with difficulty. So keep in mind that weak consonants must be given more than usual emphasis.

A good rule is to emphasize sharply and clearly all the consonants in a word when talking with an older person who has a hearing loss. The vowels will take care of themselves.

Also, when we speak, if your back is to the light, your face is in the shadows. Although I cannot read lips, I get many clues that help me understand when I see your face clearly.

In summary:

Speak slowly, but not too slowly.

Speak loudly, but do not shout.

Emphasize the important words in a sentence.

Emphasize sharply the consonants in a word.

Position yourself so I can see your face.

I have found that when my friends do these things, my hearing loss is not so distressing.

Experiential Experiences

The activities described here can help students in their study of the frustrations and problems of the elderly.

1. Investigate social services provided by the government (federal, state, local). How does the elderly person receive these social services? The investigation can be done through personal interviews or through written correspondence with the government agencies.
2. Do businesses in the community have compulsory retirement? If so, at what age? (Survey at least five companies.) Does the business community include elderly people who own and are still operating their own businesses? Include these business persons in the survey. Find the answer to this question: "Are elected officials forced to retire at a specified retirement age? Why is this different for companies?
3. Watch two television shows that have central characters over sixty-five years of age. Explain, in writing, the roles of the character and the decisions in which the character is involved. Use examples. Tell the reactions of other characters to the character you selected.
4. What age is considered a retirement age in five different sports? For each of five sports, find out who is still playing but who is considered old. Share your information with the class.
5. You are a candidate running for public office. Write a political platform that will attract the votes of those citizens over sixty-five. The platform should explain not only what you plan to do, but also how your programs will be supported.
6. Organize a team of two or three writers. The writers (students) will publish a weekly or monthly news bulletin to share any and all information of interest to members of the Gray Panthers.
7. Read a short story or book (from a list provided by the teacher). As you read, keep a record of the problems encountered. Present a lesson in which the problems and solutions can be discussed.
8. Identify the interests and activities of the elderly in the community. Where do the elderly congregate? List the primary places. Through personal contact with an elderly person that you know, make a detailed list of interests and activities. Does the community meet the social needs of its elderly? How and in what ways?
9. Read a newspaper article on a problem of aging. Write a summary; then, present the article to the class during a sharing session.
10. Investigate how the community has helped provide for housing needs of the elderly.
11. Identify ways in which a housing unit for the elderly can be "age-proofed."
12. Volunteer on a regular basis your friendship and services to an elderly person. This may be done during or outside of class time.

13. Become involved in the organization of the elderly of the community. Check with the teacher for details about meeting times and locations.

14. Share a holiday dinner with an elderly person who otherwise would have the dinner alone or would not have the dinner.

15. Visit and evaluate a health care facility for the aged. "Evaluating Nursing Homes," included on page 290, is recommended as an evaluation tool. Suggest alternatives for caring for the elderly; and list advantages and disadvantages of each.

Evaluating Nursing Homes[1]

A debilitating accident or illness sometimes necessitates temporary or permanent placement of a family member in a nursing home. Have the students visit various health care facilities. The following questions may be used as a guide in evaluating nursing homes and selecting the one which most nearly meets the specific needs of the prospective resident and his or her family. Families should add to the list questions that relate to their own special needs and discuss these needs with the administrator and support staff of the home.

1. Does the home offer progressive stages of care?
2. Does the home require a complete physical examination before entrance or immediately upon arrival?
3. Is a questionnaire completed, dealing with the patient's hobbies, favorite pastimes, and so forth?
4. Does the owner require entrance contracts that fail to promise a return of property when a patient leaves the home? (Always have the entrance contract checked by a lawyer.)
5. How many patients are bedridden? (Large numbers of patients confined to their beds may indicate a lack of adequate staff.)
6. Is there an inservice training program? (This shows a willingness on the part of the administrators to improve the quality of care.)
7. Is there good rapport between the staff and the patients?
8. Are the patients clean?
9. Is their hair neat, clean, and combed?
10. Are their fingernails and toenails clean and cut?
11. Is there an extra charge for washing hair or for cutting nails?
12. Are the bedrooms neat and clean?
13. Are emergency buzzers positioned within easy reach of the patients?
14. Do the nurses respond quickly to emergency calls?
15. Does the home smell of urine?
16. Is there a heavy cover-up smell?
17. Does the home have a regular dietician? (Ask to see the kitchen.)
18. Are the special dietary needs of patients met?
19. Does the staff eat the same food as the residents?
20. How many residents use the dining room?
21. Do they seem to enjoy their meals?
22. Do the bedridden patients receive hot food?

---

[1] Tips and Topics, Texas Tech University, May, 1976.

23. At what hours are the meals served? (Some homes serve all the meals within one shift to save money.)
24. Does the home charge an extra fee for hand feeding? (This is ridiculous since the need for being fed may well be the reason for institutionalization in the first place.)
25. Are the surroundings cold, impersonal, or hard to adjust to?
26. Does the facility have a sprinkler system and fire extinguishers?
27. Is there a heat-and-smoke-sensor system, with an automatic direct alarm line hooked up with the local fire station?
28. Does the staff have regular fire drills?
29. Does the facility have handrails along the halls and guardrails in the bathrooms?
30. Does the home provide occupational therapy, physical therapy, and recreational therapy?
31. Is the therapist's schedule sufficient to fulfill the patients' needs?
32. Are visitors encouraged to come? (If visiting hours are restricted, perhaps the nursing home is trying to hide something.)
33. Do the patients appear to be happy?
34. Would you feel comfortable leaving your mother there?

Families that are faced with the need to place someone in a nursing facility should get professional help in selecting nursing homes within various price ranges. It is wise to inquire about the interests and avocations of the residents, worship services provided, outings within and outside the community, as well as community relations toward the nursing home.

Families are cautioned to be wary of statements that a nursing home is "bound to smell." With scrupulous cleanliness of both patients and premises, adequate ventilation, and toilet training for all but the tiny fraction of aged patients who are incurably incontinent, and sufficient employees to promptly change sheets as necessary, there is no reason for any unpleasant stuffy odor or the covering odor of strong disinfectants. Also, be wary of the person who says, "With our kind of patients, most have to be in bed." Most patients should be up, not left lying in bed to deteriorate physically and mentally. Getting old people out of bed takes work and an adequate number of employees, but this is part of good nursing. A facility that has a majority of bedfast patients is probably understaffed, or the staff finds it easier to "know where they are" and to "give them trays" rather than get them up to go to a dining room. That situation may also suggest a shortage of such equipment as wheelchairs and walkers. It may also be a sign that the administrators are taking advantage of the higher welfare rates paid for bedfast patients.

Families are urged to talk with other families that have gone through similar circumstances. Discuss the mixed emotions of guilt and responsibility (to both their parent and their own family). Discuss how they worked through the decision-making process. Find out how they dealt with their emotions and with the dilemma of choosing from among the alternatives. These "shared experiences" will help families realize that the guilt feelings they are experiencing are not abnormal, but rather are a part of the adjustment process.

Development Is . . .[1]

An instructional strategy designed to help students at the advanced level recognize the need to balance independence and interdependence throughout the life span

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Describe the life-span developmental stages in which interdependence is an issue.

Assess their own mastery of developmental tasks.

List ways in which family members are interdependent.

View "development" as occurring during the entire life span.

Generalizations

During the life span, human needs are met through a combination of independence and interdependence.

Every theory of developmental tasks or developmental life stages includes learning both independence and interdependence.

A developmental task is a specific task that is mastered at an appropriate time as a prerequisite to accomplishing tasks which follow.

Achievement of emotional independence, role experimentation, and the development of sexual identity are critical tasks for adolescents.

In seeking identity, youth tend to deny the values of family interdependence in favor of peer relations.

Activities

Teachers may use the following activities to help students achieve the objectives:

- Administer the pretest on page 296.
- Show a film that illustrates development (e.g., "All in the Game" from the Exploring Childhood films; film from The Child series; or Development).

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[1] This strategy was adapted from a curriculum module developed by Loretta Wilhelmsen, Monte Vista High School, San Ramon Valley Unified School District.

- Write "Development is . . ." on the board. Have students begin formulating a definition of development by listing all of the words that complete the sentence "Development is . . . ."

  Discuss the students' lists of words and compare them to the following list:

  Development is . . .

  Universal
  Individual
  Altogether
  Regulated by maturation
  Shaped by experience
  Cumulative
  Continuous

- Show students large pictures or slides of the following:

  An infant or young child interacting with others (preferably one in which the infant is being helped by someone older)

  A teenager interacting with others

  An adult of middle years interacting with others

  An older adult interacting with others

- Show students the pictures included on pages 300-307, and ask students the following questions:

  Based on these pictures, what changes do you see taking place between infancy and adolescence? adolescent and middle years? middle years and older years?

  What causes change to take place?

  When change comes about, is it similar for all groups?

  In what ways do we move from dependence toward independence?

  What physical activities can one group do that another cannot?

  Which groups need the most help?

- Divide the class into six groups. Using the "Alike or Different" activity, page 297, have each group pretend to be one of the age groups and complete that section of the chart. Make a large chart, and have each of the six groups record information in the appropriate box on the chart, which should be large enough for all students to read easily. Discuss the information on the chart when it is completed. Possible discussion questions are:

  How do you feel about the description of your age group?

  How do you feel about the description of other age groups?

  Are the lists longer in some age groups than others? Why?

  Would you divide the groups differently?

- Have the students complete Column one of the "Developmental Stages" form included on page 298.
- Use an overhead projector to show the transparency masters[1] on pages 300-307, and present information to the class regarding Erik Erikson's development stages.
- View the film, Everybody Rides the Carousel.
- Have the students complete Column two of the "Developmental Stages" chart.

  When the students have completed Column two of the chart, ask them:

  > Where do you fit into this developmental model?
  >
  > How is Erikson's model an accurate or inaccurate description of your age group?
  >
  > How does Erikson's model fit other members of your family?

- Help students develop the concept that the depth of one's dependence and independence varies from one age to another; yet each age can contribute in some way to the life of other age groups. Have them find pictures in old magazines and make a collage showing interpersonal and helping relationships. Discuss the helping and dependent roles of people in the students' collages.
- Have the students complete the "Interdependence Chart" on page 299 and share their feelings concerning interdependence.
- Show the Cognitive Development film or filmstrip to help students understand Piaget's developmental levels.
- Have students help the teacher demonstrate the various Piagetian developmental levels.
- Have the students complete an experiment regarding developmental levels with a child in an early childhood program or with a child that they know. Have them share the results with the class or turn in a written record of the experiment and the results.
- From the information gained from the demonstrations, experiments, class discussion, and film/filmstrip, have the students complete Column three of the "Developmental Stages" chart. Ask the following questions:

  > Where do you fit into this developmental model?
  >
  > Do you feel that Piaget's model is an accurate description of your age group?
  >
  > Is it an accurate description of the children you know?

- Following a teacher presentation about Roger Gould's "Adult Life Stages: Growth Toward Self-Tolerance," have the students complete Column four of the "Developmental Stages" chart.

Evaluation

Administer the post-test, and score improved answers. Use the three charts as evaluation devices.

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[1] Illustrations by Paul Osborn, Monte Vista High School.

RESOURCES

All in the Game (16 mm film). EDC Distribution Center, 38 Chapel Street, Newton MA 02160.

Annual Editions: Readings in Human Development. Edited by Paul S. Welkert and Kathleen K. Hamill. Guilford, Conn.: The Dushkin Publishing Group, Inc., Sluice Dock, 1975/76.

Ault, Ruth L. *Children's Cognitive Development: Piaget's Theory and the Process Approach*. New York, N.Y.: Oxford University Press, 1977.

Bee, Helen. *The Developing Child*. New York, N.Y.: Harper & Row Publishers, Inc., 1975.

Busse, Thomas V.; Richard S. Mansfield; and Lee J. Messinger. *Activities in Child and Adolescent Development*. New York, N.Y.: Harper & Row Publishers, Inc., 1974.

Charles, C. M. *Teacher's Petit Piaget*. San Francisco, Calif.: Fearon Publishers, Inc., 1974.

Cognitive Development (16 mm film). CRM, Inc., 1011 Camino del Mar, Del Mar, CA 92104.

Development (16 mm film). CRM Inc., 1011 Camino del Mar, Del Mar, CA 92104.

Developmental Psychology Today. Edited by Harvey A. Tilker. New York, N.Y.: Random House, Inc., 1975.

Everybody Rides the Carousel (16 mm film). Pyramid Films, P. O. Box 1048, Santa Monica, CA 90406.

Gould, Roger. "Adult Life Stages: Growth Toward Self-Tolerance," *Psychology Today* (February, 1975), 74-78.

Growth and Development: A Chronicle of Four Children (16 mm, super 8 mm, or videotape, a series of 10 films). J. B. Lippincott Co., Audiovisual Department, Division of Higher Education, East Washington Square, Philadelphia, PA 19105.

Human Development: From Two and One-Half to Five Years (Six filmstrips and cassettes, including "Cognitive Development"). Concept Media, 1500 Adams Avenue, Costa Mesa, CA 91626.

Kruger, Harline. *Understanding and Developing Self-Discipline*. Englewood, Colo.: Education Consulting Association, Inc., n.d.

Making Connections. Compiled by the Education Development Center, Inc., Newton, Mass.: EDC School and Society Programs, 1976.

The Child: Part I--Jamie, Ethan, and Marlon; Part II--Jamie, Ethan, and Keir; Part III--Debbie and Robert (16 mm, series of three films). McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

At an FHA-HERO chapter meeting, use the chart on page 299 for a discussion of the human needs that are met through vocational education student organizations.

Stages of Development
Pretest and Post-Test

1. What does development mean to you?

2. At what age is your emotional development complete?

*3. The first stage of development, according to Erikson, is the development of a sense of trust. What does this mean?

*4. Who is Jean Piaget?

5. At what age are you independent of others?

*Select one of these.

Alike or Different

Age group	What do you do for fun?	What is the meaning of work to you?	Why do you want money?	What type of music do you like?	What type of books do you like?	What members of the family do you depend upon?
Birth through five years						
Six through eleven years						
Twelve through eighteen years						
Nineteen through thirty-five years						
Thirty-six through fifty-five years						
Fifty-six through sixty-five years						
From sixty-six years						

NOTE: See page 293 for a discussion on the use of this item.

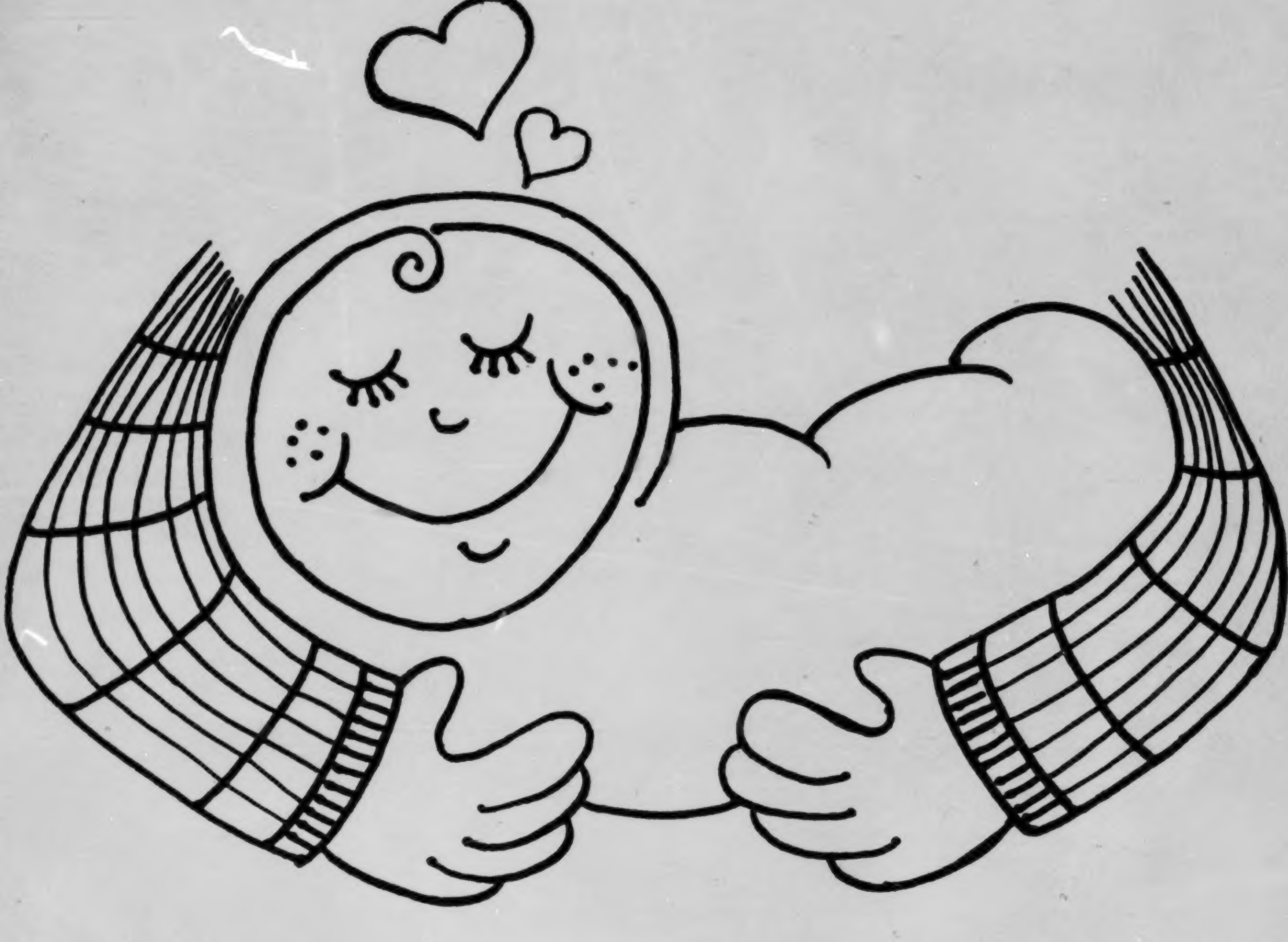
Developmental Stages

Years of age	Column one YOU divide the ages into groups that you think have something in common. Name the groups.	Column two Erikson's Eight Ages of Man	Column three Piaget's Stages of Intellectual Development	Column four Gould's Stages of Adulthood
0				
2				
4				
6				
8				
10				
12				
14				
16				
18				
20				
22				
24				
26				
28				
30				
32				
34				
36				
38				
40				
42				
44				
46				
48				
50				
52				
54				
56				
58				
60				
62				
64				
66				
68				
70				

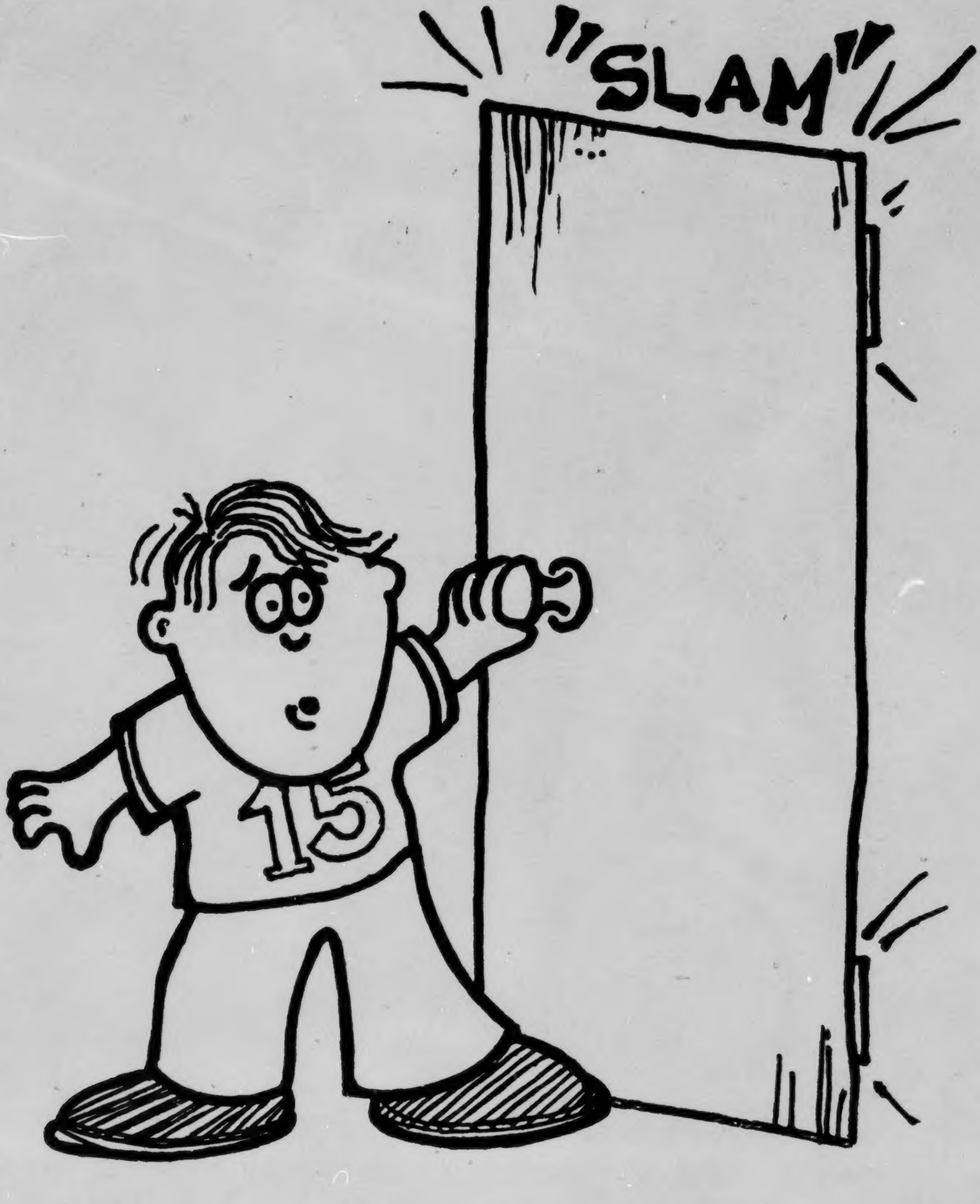
Interdependence

Age groups	I contribute to this age group by -------	I am dependent on this age group for ----	List the members of your family in the appropriate squares. What positive contributions are you making to the life of each?
Birth through five years			
Six through eleven years			
Twelve through eighteen years			
Nineteen through thirty-five years			
Thirty-six through fifty-five years			
Fifty-six through sixty-five years			
From sixty-six years			

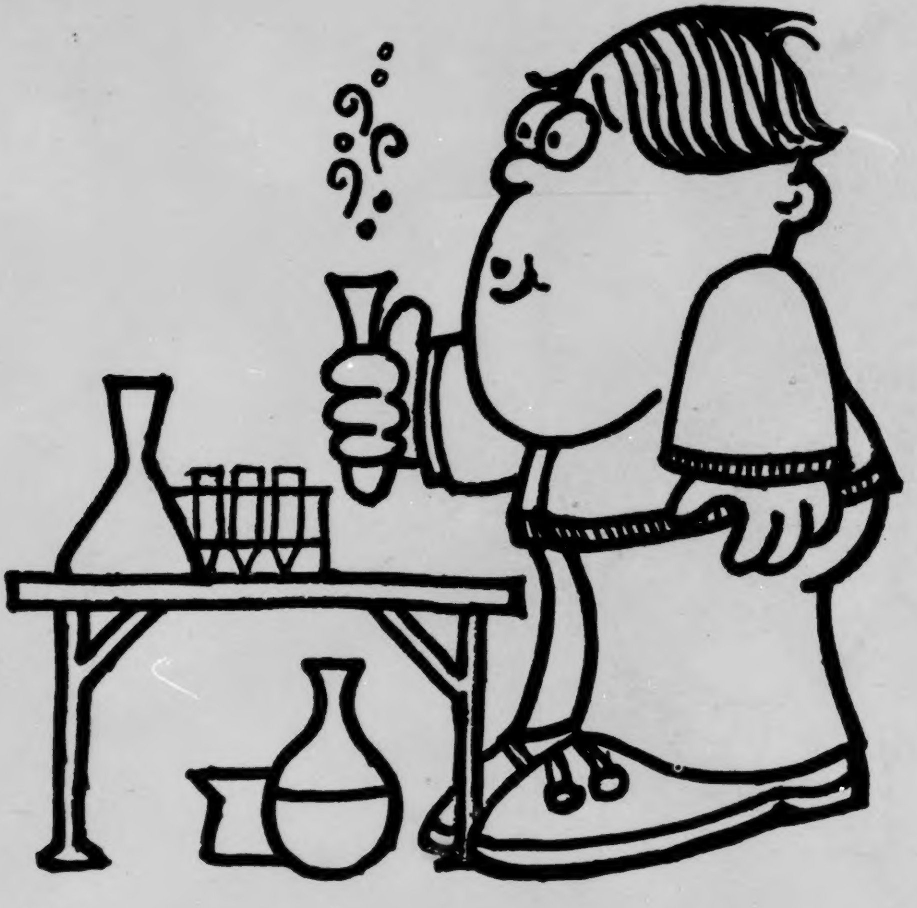
See pages 293 and 294 for the instructions on the use of these materials.



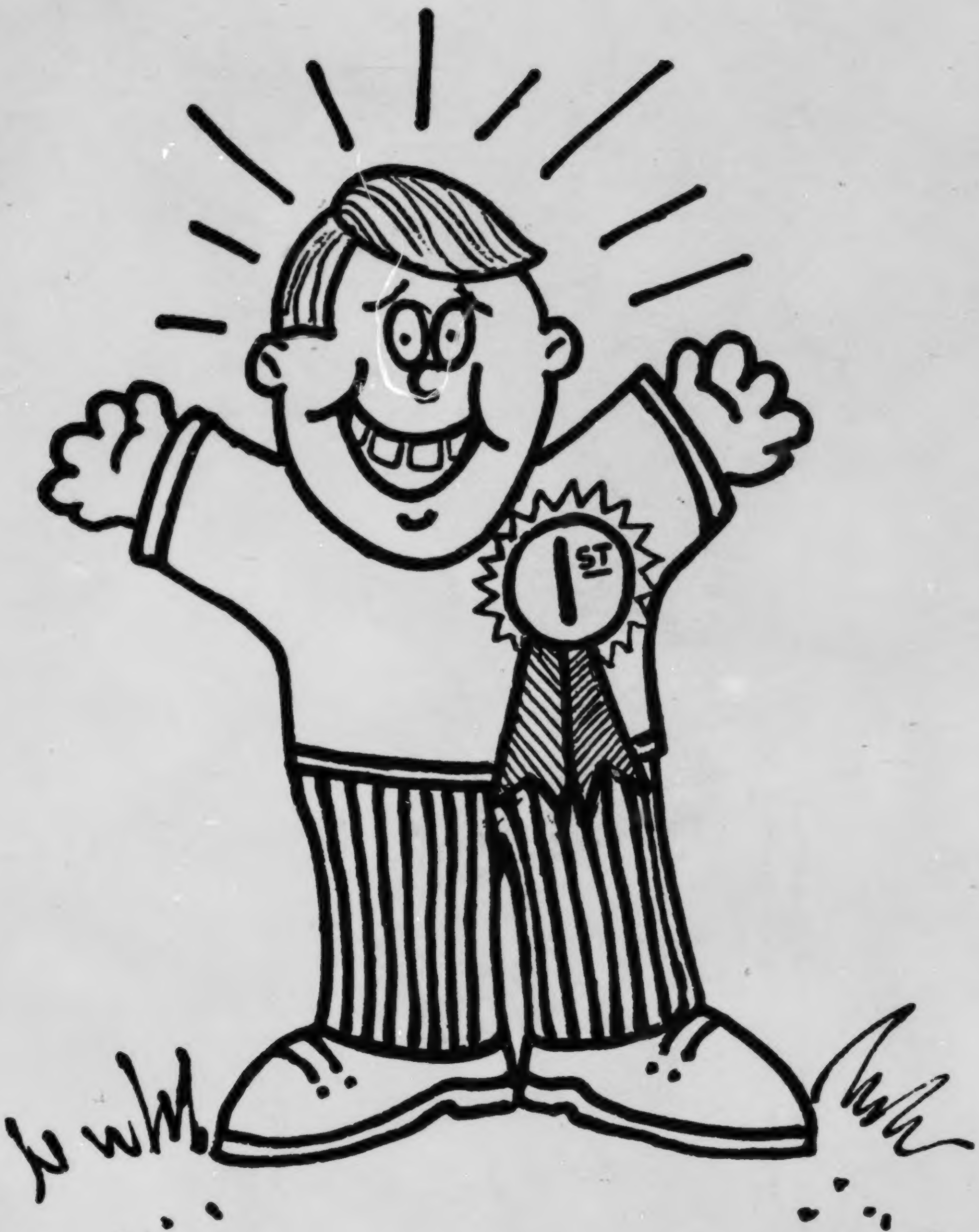
Stage One--Trust vs. Mistrust



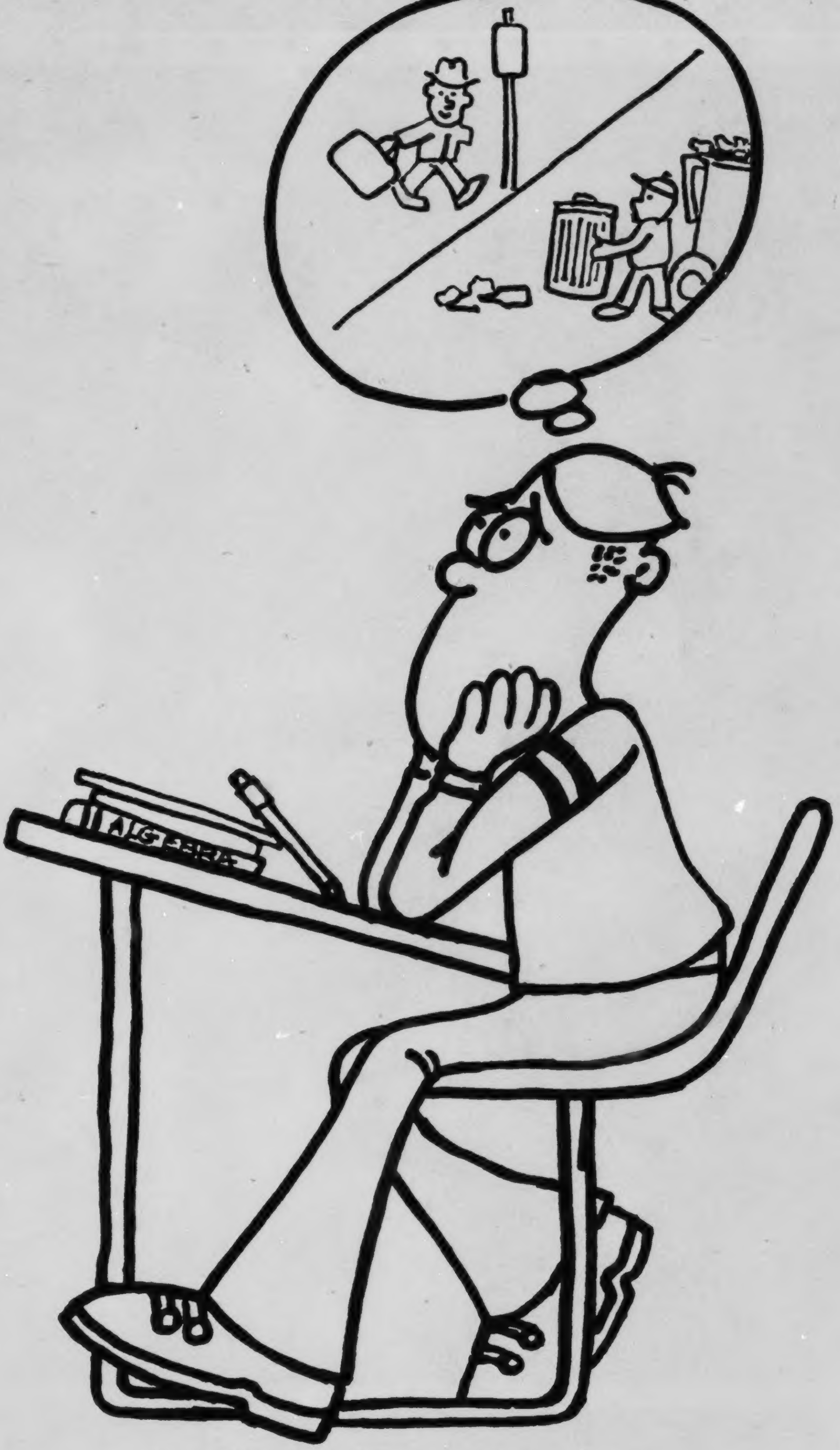
Stage Two--Autonomy vs. Shame and Doubt



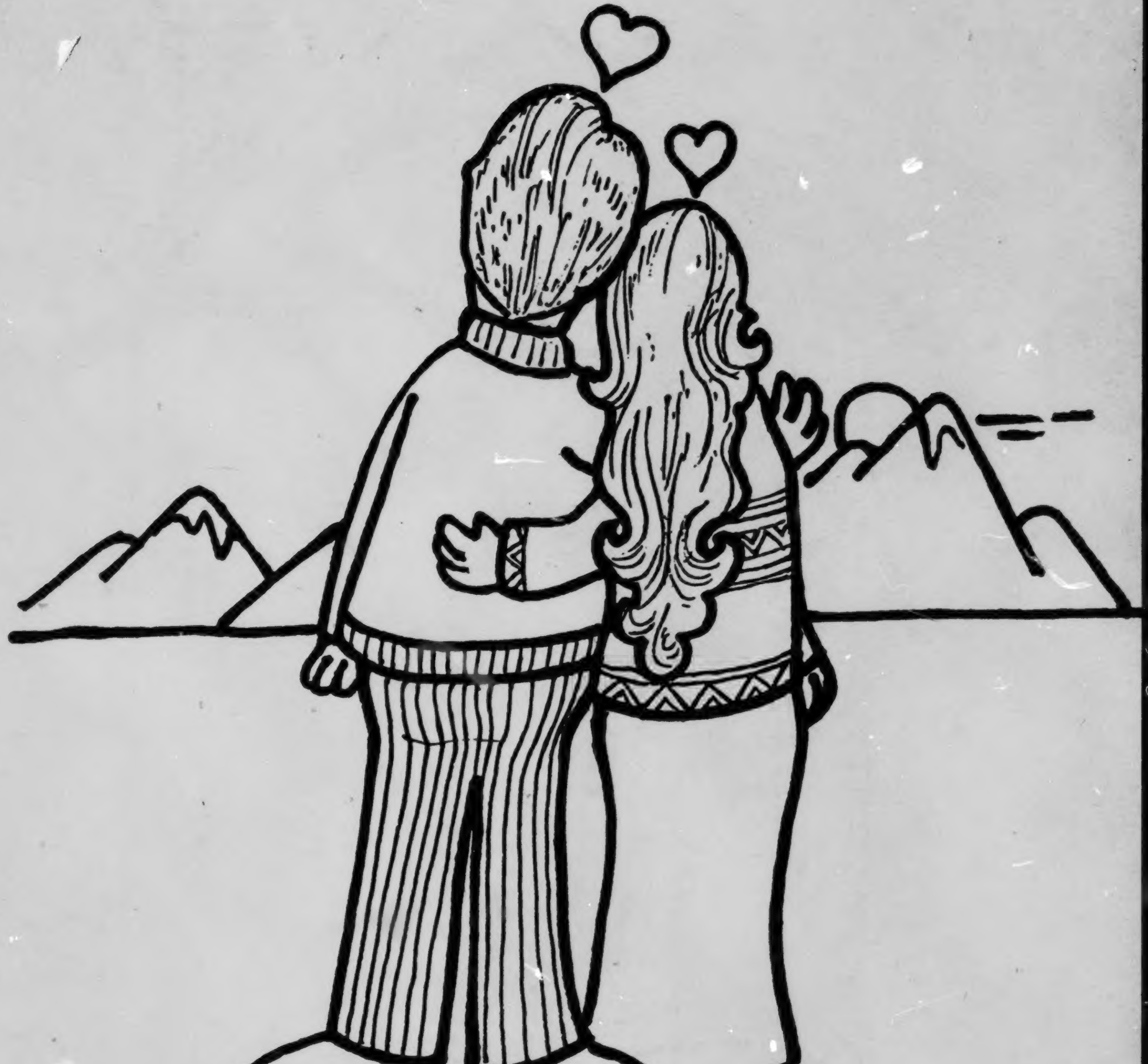
Stage Three--Initiative vs. Guilt



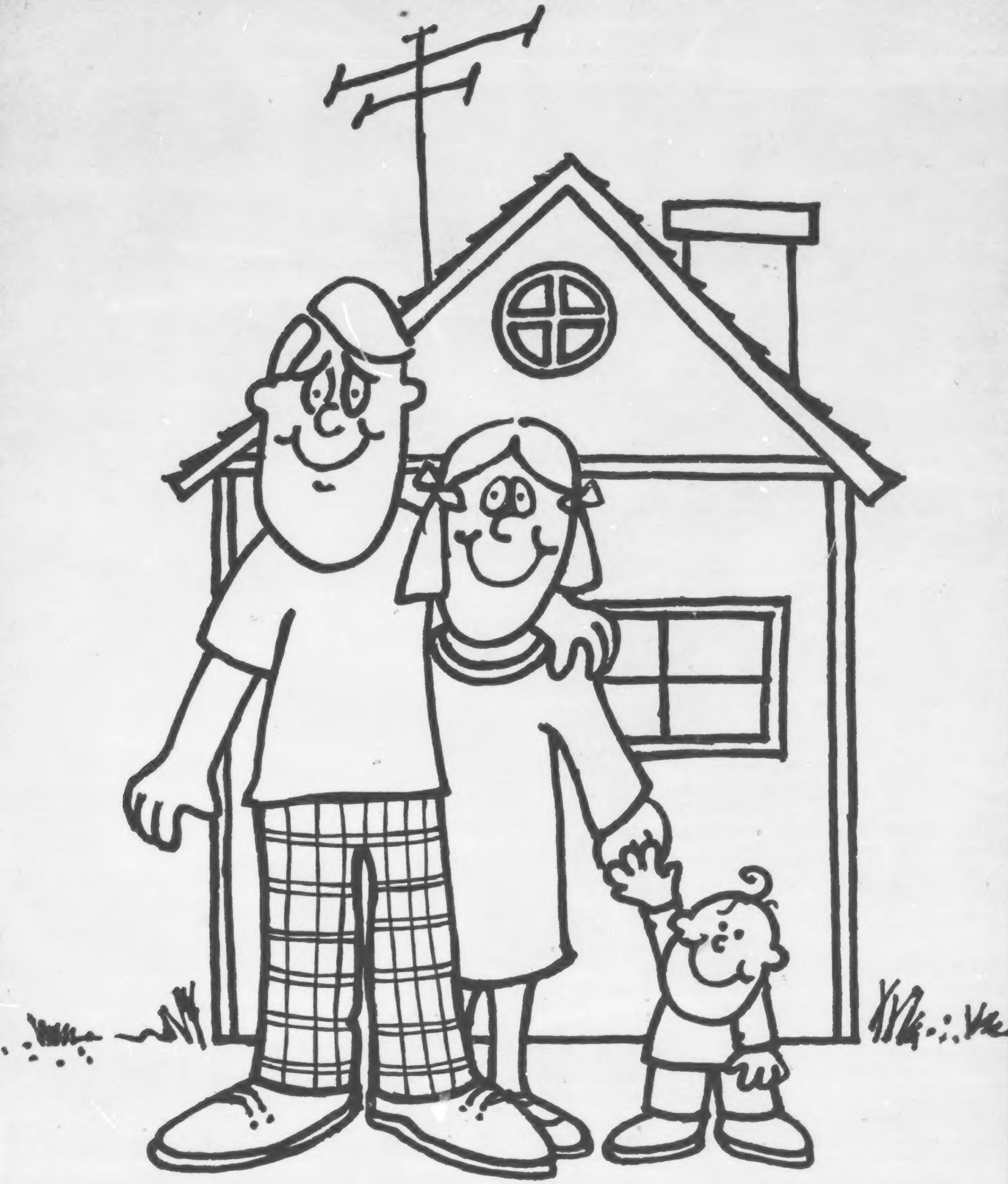
Stage Four--Industry vs. Inferiority



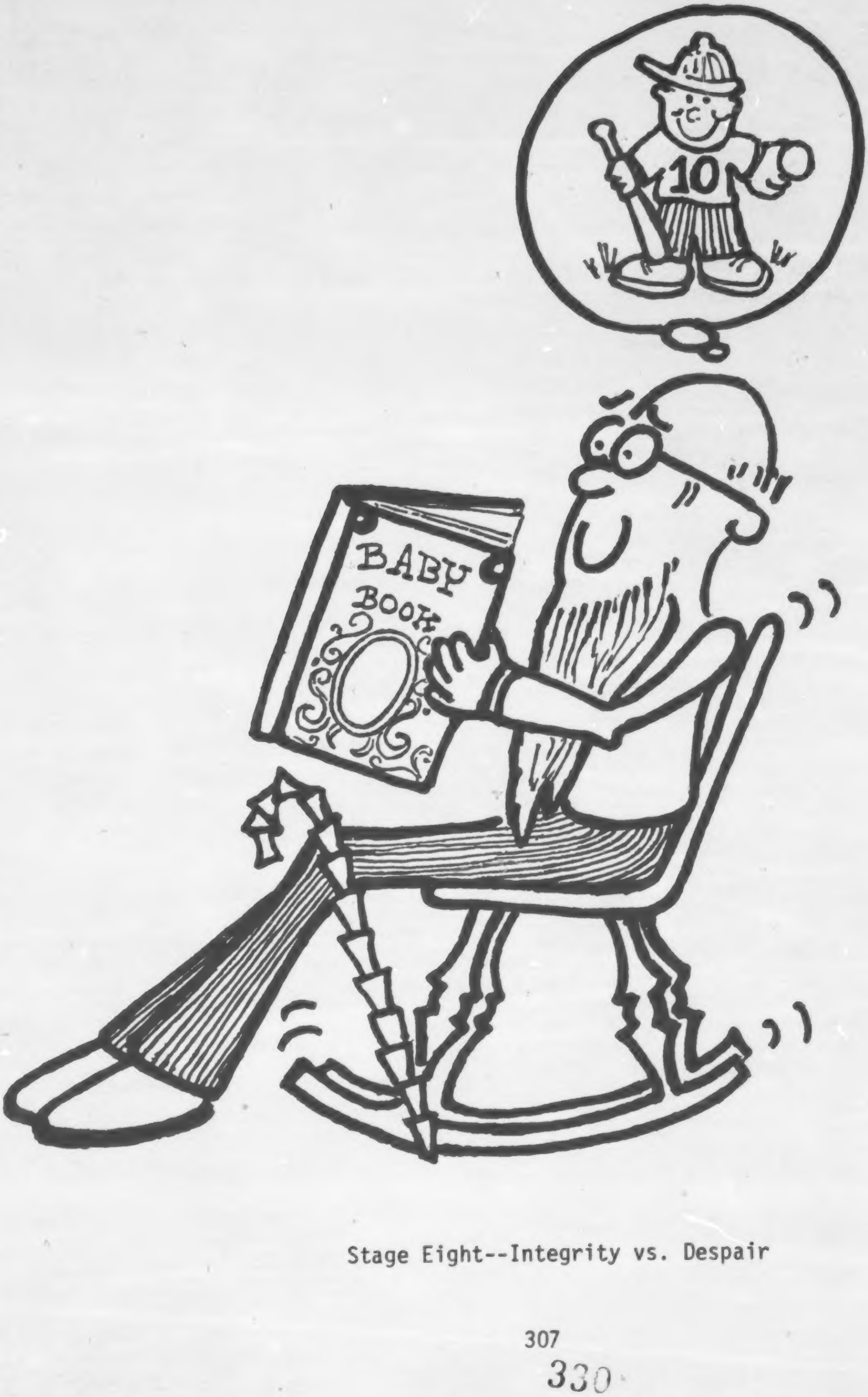
Stage Five--Identity vs. Role Confusion



Stage Six--Intimacy vs. Isolation



Stage Seven--Generativity vs. Stagnation


10
BABY BOOK

Stage Eight--Integrity vs. Despair

Giving Meaning to Life[1]

An instructional strategy designed to help students at the advanced level view death as an inevitable consequence of life--which gives life meaning

Objectives

This instructional strategy was designed to help students develop the ability to do the following:

Communicate personal feelings and attitudes about death and dying.

View death as inevitable.

Differentiate between traditional and contemporary beliefs, attitudes, and practices regarding death.

Examine dying, death, grief, and bereavement as a psychological process.

Compare death and related customs in different cultures and groups.

Explore the social ethics of death-related issues.

Describe ways of offering support when death occurs.

Evaluate professional resource people who assist when death occurs.

Examine decisions that must be made when a death occurs.

Generalizations

The death of a loved one is often a predictable stress; yet adequate consideration of death and dying has been avoided in contemporary American society.

The attitudes and rituals associated with death vary both within and among cultures.

Although many factors may vary the response to death, typical reactions of those who are dying and those who are left have been identified.

Peers, family members, and professionals may be sources of emotional, physical, and financial support when death occurs.

New social norms regarding grief expression appear to be emerging in the United States.

Education that will help to prepare women for widowhood may be necessary in a society in which the life expectancy for women is longer than for men.

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[1] This strategy was adapted from a curriculum module developed by Bonnie Rose, John W. North High School, Riverside Unified School District.

The ability to recover from a crisis is related to adaptability, available support, the amount of prior knowledge concerning the effects of stressful events, and an experience in satisfactorily coping with a previous crisis.

Activities

NOTE: Before trying to teach an emotion-laden topic such as death, teachers should assess their own attitudes and feelings by taking the "Death Education Assessment" included on pages 318-321. The teacher must make certain that this is a topic with which he or she is comfortable. If a teacher does not wish to conduct these class sessions personally, resource people could be invited to assist.

The teacher may use the following activities to help the students achieve the objectives:

- Ask students to assess their attitudes and feelings about death by completing the "Death Education Assessment" on pages 318-321.

  After students have had ample time to complete the assessment, start the discussion by asking how they felt while doing the assessment.

  NOTE: Students may have already employed avoidance/denial behavior such as withdrawal, making jokes, and challenging the legitimacy of including death in the course content. If so, this might be a good time to discuss sick jokes as a way of dealing with things we don't quite understand. Explain that one way of mastering our concerns is to make light of them. The preschool child who is very much concerned with body intactness makes sport of it in his or her play by pretending to chop off the doll's head; just as the medical student may take on an air of toughness or play macabre jokes to help him or her deal with squeamishness.

  Other possible discussion questions are:

  When or what was your first encounter with death?

  Which death has had the greatest impact on you? How, when, and where did it happen?

  How did you react to it?

- Euphemisms used when talking about death illustrate the ways in which our culture denies death. Ask students to brainstorm euphemisms we use when talking about death. (Students from some ethnic groups may not recall hearing many euphemisms because their culture uses few, if any.)

  After students finish brainstorming euphemisms about death, ask them why we avoid using the words "death" and "dying?" Why does our culture avoid discussion of aging and death? Why do we put the deceased in a "slumber room" for viewing? Why do people say the corpse "looked almost lifelike"--meaning that the mortician had done a nice job in preparing the body. These are all death-denying behaviors. Ask students whether they believe persons who continue smoking after their doctor advises them to stop are exhibiting death-denying behavior?

- Use the "Life-Death Images Exercise" included on page 322 and have students conceptualize and categorize life-death images.
- Values clarification exercises are effective in helping students view death as the constant against which all of life's achievements and value are measured.
- Several "Death Experiential Exercises" are included on pages 324-325. Students may choose to do three or five.
- A "Glossary for Death Education," teacher-prepared or student-developed, will assist students who are unfamiliar with the vocabulary used in death education. Commercial materials, such as Berg and Daugherty's Perspectives on Death, Student Activity Book, include a selected vocabulary of death. A brief glossary for death education is included on page 326.
- A plan for answering students' questions is recommended. A question box, conveniently located in the room with slips of paper containing a format similar to the one below, may be beneficial.

I've been wondering _

_ _

Person who might answer my question: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Several of these forms could be given to each student at the beginning of the strategy and turned in as questions arise during their reading.

- The questions could be given to guest speakers for response. Possible resource persons include medical social workers, counselors, physicians, nurses, pathologists, coroners, lawyers, clergy, funeral directors, widows/widowers, insurance agents, palliative care-givers or hospice employees, and representatives of organizations assisting the bereaved (e.g., Widow-to-Widow Programs). Ask students to complete a written reaction to the presentations.
- An awareness and appreciation of death, as well as factual information, will be gained from students' readings. Encourage students to read selections of their own choosing. Ask students to complete a summary and critique of each reading.
- Have students gather information about the changes in the way in which our culture has ritualized death over the last 100 years. Have the students do the following:

  Read excerpts from books (The American Way of Death), newspaper articles, magazines, and periodicals.

  Interview parents, older relatives, and neighbors.

View filmstrips such as: "Part I"--*Death and Dying: Closing the Circle*; "Part I"--*Perspectives on Dying*; and "Part I"--*Living with Dying*.

Have students synthesize the information in a creative project. They might create an original poem, a radio skit, a collage, or painting. The creative project should include five changes in the American way of death over the last 100 years. Students could present their work to the class, and appropriate works could be used for a bulletin board.

- Comparing cultural attitudes, customs, and practices of death enables students to gain perspective about our societal attitudes and allows them to consider what kind of death ritual they would like. Possible activities are:

  Fieldtrips to a funeral home, a cemetery, and crematory

  Presentation by a funeral director

  Reading of books, short stories, articles

  Viewing filmstrips--*Death and Dying: Closing the Circle* and *Funeral Practices Around the World* (Berg and Daugherty)

  Panel presentation by a rabbi, priest, minister, and other religious figures

  Students' reports on the ways in which one of the world's major religions deals with death

The following questions may be used as springboards for class discussion:

What differences do you see in the Eastern and Western cultures' attitudes toward death?

What effect do you think that the greater death rate and the closeness of all family members have on the acceptance of the dying process in such poverty-stricken countries as India?

How do Americans and other Western cultures separate death and dying from everyday life? What effect does this have on children and other age groups when they are sheltered from the realities of death by not being allowed to visit dying friends and family in the hospital or the deceased in funeral homes? What concepts do they develop about death?

Compare the lack of involvement of living family members in situations of terminal illness, the dying process, and the burying of the dead in our society today to the family involvement with death in the days of Colonial and pioneering America when it was the family's responsibility to care for the aged and to bury the dead. Does this lack of involvement make it easier or more difficult for families to accept the death of a loved one? Why?

How do you think the early custom of family involvement with death helped in the grieving process?

Is *doing something* better than feeling helpless when a loved one dies in the care of a hospital and is removed directly to the care of a mortician?

For whom do we grieve in death--the deceased or the living?

What are some typical psychological reactions following a death?

Is there danger in repressing or suppressing grief?

What is the main purpose of death rituals?

- Have students list the important personal, social, and economic factors involved with death-related behavior.
- Compare differences in approaching a death situation in terms of age, ethnic affiliation, religious orientation, and social-economic status.
- Students may be given the opportunity to explore their feelings and the ethics of death-related issues (euthanasia, abortion, organ transplants, cryonics, megadeath, and keeping people alive by extraordinary measures). Possible activities are:

  Construct on a bulletin board a value continuum, "Where Do You Stand?" Devise names for persons at each end of the continuum for the death-related issue under consideration. For example, Right to Die:

  No-Fear-Farrah
  (Don't-lift-a-finger; ———————————— (Do everything;
  the sooner, the better.)

  Die-Hard-Danny
  (Do everything;
  spare no expense.)

  Give each student a small piece of construction paper on which to write his or her name; have each student place his or her paper at the point on the continuum which best reflects his or her present position on the issue.

  Following class activities (i.e., discussion, debates, speakers), students could be given an opportunity to change their positions. Ask students to share the reasons for their decisions.

  Have students organize debates, using class members or invited guests.

  Have students organize panel discussions, using representatives from the legal, medical, and religious professions.

  View Right to Die, Perspectives on Death, or Right to Choose.

  Invite a physician to speak to the class about the various definitions of "death" (medical, legal, or theological), organ donations and transplants, living wills, and death-with-dignity concepts.

- Numerous films and filmstrips, such as Gramp: A Man Ages and Dies; How Could I Not Be Among You; On the Line; and Death and Dying: Closing the Circle, provide information about the psychological events associated with the terminal phase of life and our own relationships with them.

- Students may find out about the fire-stage process of dealing with the idea of one's own death either by reading Elisabeth Kubler-Ross' books or by listening to such tapes as *Coping with Death and Dying*.
- Fiction and biographies involve students in the psychological events of dying. There are many from which to choose. A partial list is offered here:

  Dreamland Lake, by Richard Peck
  Ellen: A Short Life Long Remembered, by Rose Levit
  Eric, by Doris Lund
  First Stop, by Anne Snyder
  Francesca, Baby, by Joan Oppenheimer
  Go Ask Alice (Anonymous)
  Gramps, by Mark and Dan Jury
  The Late Great Me, by Sandra Scoppettone
  The Loners, by Nancy Garden
  The Outsiders, by S. E. Hinton
  The Pigman, by Paul Zindel
  Please Don't Go, by Peggy Woodford
  The Story of Josh, by Marcia Friedman
  Sunshine, by Norma Klein
  Sycamore Year, by Mildred Lee
  Trying Hard to Hear You, by Sandra Scoppettone
  When the Sad One Comes to Stay, by Florence Heide

Follow-up activities for the reading of literature can include the following:

Ask students to determine whether or not the dying character went through the process formulated by Elisabeth Kubler-Ross. This can be a written assignment,or it can be done orally.

Have the students discuss the following supposedly death-bed statements, which are typical of the men who made them:

> "Well, it's better than being in Philadelphia!"
> W. C. Fields
>
> "This is the damnedest thing that ever happened to me!" Sam Rayburn

Have the students take the dying character from a book they have read and write an appropriate death-bed statement. Students should be prepared to discuss the book and tell why the statement is appropriate.

- Have the students role-play situations and evaluate them for the appropriateness of the interaction between a dying patient and his or her family. Commercial materials such as Perspectives on Dying, from Concept Media, include role-playing cards. Students may suggest situations. Puppets may be used to play the various characters.
- Ask students to analyze and evaluate selected case studies for interactions among dying persons and family members.
- Have the students analyze the death themes in music, using songs such as Ode to Billy Joe, Honey, Teen Angel, Wildfire, Roses and Rain, Whoever Finds This, and I Love You. The students should discuss the differences in the ways in which various types of music (e.g., rock, country/western, or spiritual) deal with death.
- Ask students to plan their own funerals, using the "Time to Choose" exercise included on page 327.
- Have the students discuss "The Dying Person's Bill of Rights" included on page 329.
- Have the students conduct a survey to identify community services that offer support and assistance to troubled individuals.
- Ask students to design and construct role definitions that would contribute to the handling of death in a community setting.
- Have the students consider organizing a bereavement team. If there is sufficient interest, implement the plan.

Evaluation

Have the students take the "Death Education Assessment." Ask them to compare the results of that assessment with the one they took at the beginning of the strategy. Ask them to consider whether and how their attitudes have changed, whether their fears have lessened, and whether they feel more comfortable discussing death.

Ask students to complete the following open-ended sentences and return them to the teacher:

1. When I learned we were going to study about death, I thought . . . .
2. The pretest indicated that I . . . .
3. The post-test indicated that I . . . .
4. If someone asked me, "Why study about death?" I would tell them . . . .
5. The part of the death unit I liked best was . . . .
6. The part of the death unit I liked least was . . . .
7. The films were . . . .
8. The next time this unit is offered . . . .
9. I liked reading . . . .
10. The unit could be improved by . . . .

11. I think the teacher . . . .

12. If I had my way, we would have left out . . . .

13. I was surprised to learn . . . .

14. During the class discussions, I noticed . . . .

15. I was so bored when . . . .

16. The filmstrips . . . .

17. What I learned will be helpful . . . .

18. When I told my parents I was studying about death and dying, they . . . .

19. When I told my friends I was studying about death and dying, they . . . .

20. I wish we could have spent more time . . . .

21. The speakers . . . .

22. I never did learn . . . .

23. It seemed stupid to have to . . . .

24. Our grade for this unit should be based on . . . .

25. All in all, I'd say the unit was . . . .

RESOURCES

Berg, David, and George Daugherty. Perspectives on Death. Dekalb, Ill.: Northwestern University of Illinois. (An Anthology of Readings, Student Activity Book, Teacher's Resource Book, Filmstrip--Funeral Customs Around the World).

Changing (16 mm film). National Audiovisual Center, General Services Administration, 8750 Edgeworth Drive, Capitol Heights, MD 20027.

Coping with Death and Dying (Five 30 min. cassette tapes produced by Elisabeth Kubler-Ross). Ross Medical Association, 1825 Sylvan Court, Flossmoor, IL 60422.

Death and Dying: Closing the Circle (Three filmstrips and cassettes). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Epitaph--The Lingering Heart (16 mm film). Steven Lorton, WKYC-TV, 1403 East 6th Street, Cleveland, OH 44114.

Euthanasia Educational Council. Dilemmas of Euthanasia, Euthanasia: Rights and Realities, A Living Will, Patient's Bill of Rights, The Right to Die with Dignity, Attitudes Toward Euthanasia. The Euthanasia Educational Council, 250 West 57th Street, New York, NY 10019 (Free).

Forum for Death Education and Counseling Newsletter. P. O. Box 1226, Arlington, VA 22210 ($10 for membership in organization; number of issues unknown).

Glick, Ira O.; Robert S. Weiss; and C. Murray Parkes. The First Year of Bereavement. New York, N.Y.: John Wiley and Sons, 1974.

Gramp: A Man Ages and Dies (One filmstrip and cassette). Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570.

Green, Betty, and Donald Irish. *Death Education--Preparation for Living*. St. Paul, Minn.: Hamline University Bookstore, 1971.

Grollman, Earl. *Concerning Death: A Practical Guide for the Living*. Boston, Mass.: Beacon Press, 1974.

Grollman, Earl. *Explaining Death to Children*. Boston, Mass.: Beacon Press, 1969.

Gunther, John. *Death Be Not Proud: A Memoir*. New York, N.Y.: Pyramid Books, 1963.

How Could I Not Be Among You? (16 mm film). Eccentric Circle Cinema Workshop, Box 14811, Evanston, IL 60204.

How Do You Explain Death to Children? (16 mm film). Walter J. Klein Company, Ltd., 6301 Carmel Road, Charlotte, NC 28211.

Kalish, Richard, and David Reynolds. *Death and Ethnicity: A Psychocultural Study*. Los Angeles, Calif.: University of Southern California, 1976.

Kavanaugh, Robert E. *Facing Death*. Baltimore, Md.: Penguin Books, Inc., 1974.

Kubler-Ross, Elisabeth. *On Death and Dying*. New York, N.Y.: Macmillan Publishing Co., Inc., 1969.

Kubler-Ross, Elisabeth. *Questions and Answers on Death and Dying*. New York, N.Y.: Macmillan Publishing Co., Inc., 1974.

Lewis, C. S. *A Grief Observed*. New York, N.Y.: Bantam Books, 1976.

Living with Dying (Two filmstrips and cassettes). Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570.

The Magic Moth (16 mm film, 1976). Centron Corporation, 1621 West Ninth, Lawrence, KS 66044.

A Manual of Death Education and Simple Burial. Edited by Ernest Morgan. Burnsville, N.C.: The Celo Press, 1975.

Mills, Gretchen, and others. *Discussing Death: A Guide to Death Education*. Palm Springs, Calif.: ETC Publications, 1976.

Mitford, Jessica. *The American Way of Death*. New York, N.Y.: Simon and Schuster Co., 1963.

Moody, Raymond A. *Life After Life*. Harrisburg, Penn.: Stackpole Books, 1976.

On the Line (16 mm film). American Cancer Society, 777 Third Avenue, New York, NY 10017.

The Organ Donor Program. The Kidney Foundation of New York, 432 Park Avenue South, New York, NY 10016.

Perspectives on Death (Two filmstrips and cassettes). Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570.

Perspectives on Dying (Kit contains six filmstrips and cassettes, instructor's manual, role-playing cards, personal questionnaire, and supplementary text, "Confrontation of Death"). Concept Media, 1500 Adams Avenue, Costa Mesa, CA 91626.

Preferred Funeral Plan. Prepared by the Pierce National Life Insurance Co., Los Angeles, California; available from Borthwick Mortuary, Preferred Funeral Plan, 1330 Maunakea Street, Honolulu, HI 96817.

Puckle, Bertram S. *Funeral Customs: Their Origin and Development*. Philadelphia, Penn.: Frederick A. Stokes and Co., 1926.

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Rucker, Margaret E.; Lelia M. Thompson; and Ben E. Dickerson. "Death Education," *Journal of Home Economics*, American Home Economics Association, (March, 1977), 14-18.

Simon, Sidney B.; Leland W. Howe; and Howard Kirschenbaum. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York, N.Y.: Hart Publishing Co., Inc., 1972.

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Study Guide for a Mini-Course on Death. Avon Books Education Department, 959 Eighth Avenue, New York, NY 10019.

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The Worlds of Abraham Kaplan: Death (16 mm film, 1971). University of Michigan Television Center, 310 Maynard Street, Ann Arbor, MI 48108.

You Are Not Alone (16 mm film). Department of Health, Education, and Welfare, Public Health Service, Health Services Administration, 5600 Fishers Lane, Rockville, MD 20852.

Death Education Assessment[1]

1. When you were a child, how was death talked about in your family?
   a. Openly
   b. With some sense of discomfort
   c. Only when necessary and then with an attempt to exclude the children
   d. As though it were a taboo subject
   e. Do not recall any discussion

2. Which of the following best describes your childhood conceptions of death?
   a. Heaven-and-hell concept
   b. After-life
   c. Death as sleep
   d. Cessation of all physical and mental activity
   e. Mysterious and unknowable
   f. Something other than the above
   g. No conception
   h. Cannot remember

3. How often do you think about your own death?
   a. Very frequently (at least once a day)
   b. Frequently
   c. Occasionally
   d. Rarely (no more than once a year)
   e. Very rarely or never

4. If you could choose, when would you die?
   a. In youth
   b. In the middle prime of life
   c. Just after the prime of life
   d. In old age

5. What aspect of your own death is the most distasteful to you?
   a. I could no longer have any experiences.
   b. I am afraid of what might happen to my body after death.
   c. I am uncertain as to what might happen to me if there is a life after death.
   d. I could no longer provide for my dependents.
   e. It would cause grief to my relatives and friends.
   f. All my plans and projects would come to an end.
   g. The process of dying might be painful.
   h. Other (specify)____.

---

[1] Edwin B. Parker, G. Ray Funkhouzer, and Edwin Schneidman, "You and Death, A Psychology Today Questionnaire," Psychology Today (August, 1970); reprinted with permission.

6. To what extent are you interested in having your image survive after your own death through your children, books, good works, and so forth?
   a. Very interested
   b. Moderately interested
   c. Somewhat interested
   d. Not very interested
   e. Totally uninterested

7. If you had a choice, what kind of death would you prefer?
   a. Tragic, violent death
   b. Sudden but not violent death
   c. Quiet, dignified death
   d. Death in the line of duty
   e. Death after a great achievement
   f. Suicide
   g. Homicide victim
   h. Other____

8. If it were possible, would you want to know the exact date on which you are going to die?
   a. Yes
   b. No

9. If your physician knew that you had a terminal disease and a limited time to live, would you want him or her to tell you?
   a. Yes
   b. No
   c. It would depend on the circumstances.

10. If you were told that you had a terminal disease and a limited time to live, how would you want to spend your time until you died?
   a. I would make a marked change in my life-style (travel, sex, drugs, other experiences).
   b. I would become more withdrawn (reading, contemplating, praying).
   c. I would shift from my own needs to a concern for others (family, friends).
   d. I would attempt to complete projects; tie up loose ends.
   e. I would make little or no change in my life-style.
   f. I would try to do one very important thing.
   g. I might consider committing suicide.
   h. I would do none of these.

11. How would you feel about having an autopsy done on your body?
   a. Approve
   b. Don't care one way or the other
   c. Disapprove
   d. Strongly disapprove

12. What efforts do you believe ought to be made to keep a seriously ill person alive?
    a. All possible effort: transplantations, kidney dialysis, and so forth.
    b. Efforts that are reasonable for that person's age, physical condition, mental condition, and pain.
    c. After reasonable care has been given, a person ought to be permitted to die a natural death.
    d. A senile person should not be kept alive by elaborate artificial means.

13. If or when you are married, would you prefer to outlive your spouse?
    a. Yes
    b. No
    c. Undecided

14. What is your primary reason for the answer you gave in item 13?
    a. To spare my spouse loneliness
    b. To avoid loneliness for myself
    c. To spare my spouse grief
    d. To avoid grief for myself
    e. Because the surviving spouse could cope better with grief or loneliness
    f. To live as long as possible
    g. None of the above
    h. Other (specify)____

15. How important do you believe mourning and grief rituals (such as wakes and funerals) are for the survivors?
    a. Extremely important
    b. Somewhat important
    c. Undecided or don't know
    d. Not very important
    e. Not important at all

16. If it were entirely up to you, how would you like to have your body disposed of after you have died?
    a. Burial
    b. Cremation
    c. Donation to medical school or science
    e. Indifferent

17. What kind of funeral would you prefer?
    a. Formal, as large as possible
    b. Small, relatives and close friends only
    c. Whatever my survivors want
    d. None

18. How do you feel about "lying in state" in an open casket at your funeral?
    a. Approve
    b. Don't care one way or the other
    c. Disapprove

19. What is your opinion about the costs of funerals in the United States today?
    a. Very much overpriced.
    b. No one has to pay for what he doesn't want.
    c. In terms of costs and services rendered, prices are not unreasonable.

20. What are your thoughts about leaving a will?
    a. I have already made one.
    b. I have not made a will, but intend to do so some day.
    c. I am uncertain or undecided.
    d. I probably will not make one.
    e. I definitely won't leave a will.

What effect has this questionnaire had on you?
    a. It has made me somewhat anxious or upset.
    b. It has made me think about my own death.
    c. It has reminded me how fragile and precious life is.
    d. It has had no effect at all.
    e. Other effects (specify)______________________________________.

Life-Death Images Exercise

This exercise is designed to help students view death as an integral part of the life cycle (analagous to the two sides of a coin).

1. Have the class form small groups of four or five students.
2. Give each group a felt marker and a large piece of butcher paper.
3. Ask each group to select a recorder for the exercise.
4. The recorders will write the word "IMAGES" in large letters across the top of the page and draw a vertical line down the center of the paper. Near the top right-hand side, they are to write the word "Life." Near the top left-hand side, they are to write "Death."
5. Discuss the terms "concepts," "symbols," and "images."
6. Have each group brainstorm "Life-Death" images.
7. When they are finished brainstorming, have the students share some of their images, or allow the class to move about the room to see what other groups have recorded.
8. Discuss the similarity or lack of similarity noted.
9. Explain that some of our concepts and images may change throughout life, but three sets of opposites in life-death imagery endure. They are:

   Movement/Absence of Movement
   Connection/Separation
   Wholeness/Disintegration

   Movement characterizes life. Students may use images such as flowers in bloom, tide of the ocean, children dancing.

   Absence of movement symbolizes death. Students may use such images as still, motionless, cold, calm, peaceful, stiff.

   Connection--life: any images denoting being near others--touching, loving, communicating, family ties, joined, a bond.

   Separation--death: those images denoting loneliness, to be set apart from, secluded, isolated, alienated, unrelated.

   Wholeness--life: those images having to do with body intactness and health, and beauty, wholeness, complete, unchanged, unblemished.

   Disintegration--death: images such as: dissolution, pulverization, decay, disbandment, crumble, decompose, wrecked, broken, blood, Humpty-Dumpty, disfigurement.

10. Ask students to categorize the images written on their groups' papers in accordance with the preceding criteria. Some concepts may not seem to fit in any category; others may fit in two categories. Students are to write their answers on another sheet of paper.

11. Ask the groups to exchange papers and to decide whether they feel the images are appropriately categorized.

Death

Experiential Exercises

Complete three of the following five death experiential exercises: "Farewell Letter," "Free Association," "Death-as-a-Human Being," "Eulogy," and "Create a Tombstone for a Cemetery Bulletin Board." You may wish to do all of them. Extra credit will be earned for doing more than three.

Farewell Letter

Suppose you have a terminal illness and you have only two weeks to live. Write to a close friend a farewell letter that he or she may read after your death. Include your feelings about death, your thoughts toward this person, and what your experience with your impending death has taught you about life.

Free Association

In just a few words, complete the following sentences describing death:

I AM DEATH
I am . . . .
I feel . . . .
I look . . . .
I want . . . .

Death-as-a-Human Being

If death were human, what kind of person would it be? Close your eyes and try to visualize death as a human being. Write a detailed description of death as a human being. Include its physical size and features, its personality, its behavior, its needs, its wants, its friends and/or enemies. You may draw an illustration if you wish.

Eulogy

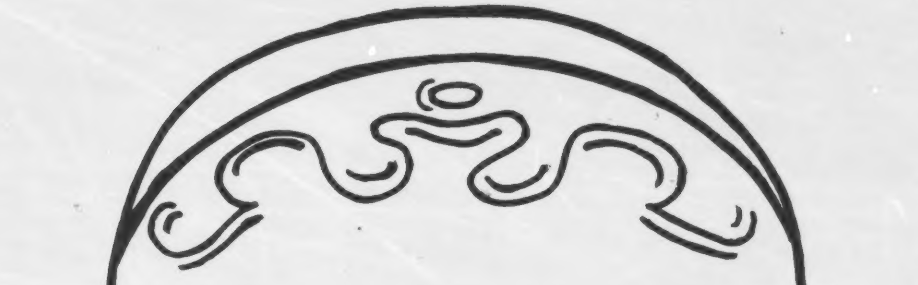
A eulogy is an oration praising an individual, usually delivered after his or her death. A eulogy does not contain the biographical information included in an obituary. The eulogy describes the good things that others remember about the deceased, such as what type of person he or she was and the person's accomplishments in life. Imagine who might write your eulogy and what they might say. Now pretend you are that person and write your own.

Create a Tombstone for a Cemetery Bulletin Board

Imagine your own tombstone. What does it look like? Is it large or small? Is it plain or fancy? What is the style of the engraving? What is inscribed on it? (Note: All tombstones have the deceased person's name, date of birth, and date of death. Some have an epitaph, which is an inscription in memory of the deceased.)

Using construction paper and art materials, create your own tombstone.

When you have finished the tombstone, place it on the cemetery bulletin board or give it to the teacher. If for some reason you do not want your tombstone to be placed on the bulletin board, please tell the teacher.



Glossary for Death Education

Anticipatory grief: the phenomenon of bereavement prior to actual loss, a rehearsal of the grief process when death is impending.

Appropriate death: one in which there is a reduction of conflict, continuity of significant relationships, and consumation of prevailing wishes; a death which a person might choose if having the option.

Cryonics: a "scientific movement for immortality based on a proposal that people's bodies be frozen immediately after death to prevent physical deterioration; whenever future technological developments permit, the deceased would be defrosted, repaired, and revived." (R.C.W. Ettinger, The Prospect of Immortality, 1964.)

Euthanasia: to discontinue extraordinary measures but continue "ordinary therapy" of a dying person, particularly when psychological death has occurred; to take some positive step to hasten the termination of life.

Living will: a witnessed document (not legally binding) attesting to the expressed desire of a living person to be allowed to die "in dignity" and to not be kept alive by artificial means or heroic measures if the situation arises in which no reasonable expectation exists of recovery from physical or mental disability.

Megadeath: term coined by Herman Kahn, author of On Thermonuclear War (1960) to describe the prospect of sudden mass death from nuclear war.

Partial death: a cessation of feeling accomplished frequently by withdrawal from the overtures of one's friends and family; a form of death-in-life; frequently occurs as a response to death or other loss.

Psychological death: a special state in which the individual ceases to be aware of his or her own existence; a process that may occur well before clinical death.

Thanatology: the study of death, dying, bereavement, life-threatening behavior, and suicide, with emphasis on the disciplined observation and scientific investigation about human problems related to death.

Social death: a process of mutual social disengagement; frequently used with regard to the terminally ill, aged, or dying person; begins when significant others accept impending death, lose interest or concern for the dying individual as a human being, and treat that person as a body, as if already dead.

A Time to Choose

Using a coat of arms as a symbol of who you are, answer the following questions about your funeral arrangements. Write the answers in the corresponding area of the coat of arms.

1. How would you like to be remembered after your death? (e.g., loving wife, philanthropist, scientist, athlete, beauty queen, husband and father, other)

2. How would you like your body disposed of? (e.g., donated to science, cremated, buried in the ground, placed in a crypt)

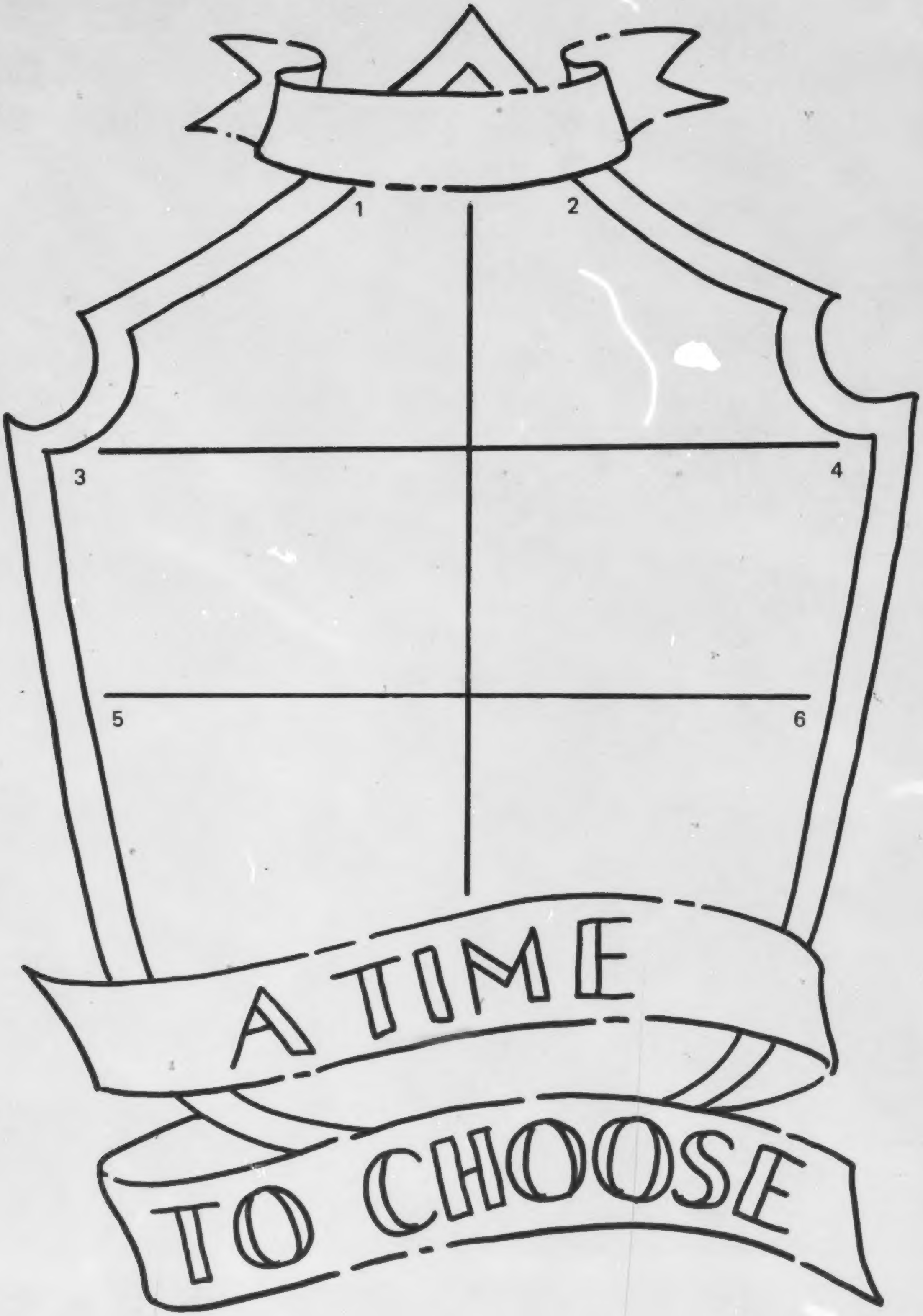
3. What arrangements would you like concerning the casket? vault? viewing the body? Where would you like the body interred, entombed, or the cremated remains placed? Which mortuary? How much do you want your loved ones to spend on the funeral? Will you have already paid for it? If so, how much would you spend?

4. What type of service do you want (e.g., graveside, memorial, public, private, church, at the mortuary)? Who would you like to have conduct the service or be the speaker?

5. What type of music do you want (e.g., organist, guitarist, symphony, soloist, any specific musical selections)?

6. Do you want flowers at your funeral? How many? What kind? Or do you prefer money contributions in lieu of flowers? What charity or organization?

Optional activity: On the back of the page tell who came to your funeral, what was said, what time of year it was, and what the weather was.


1
2
3
4
5
6
A TIME
TO CHOOSE

The Dying Person's Bill of Rights

I have the right to be treated as a living human being until I die.

I have the right to maintain a sense of hopefulness, however changing its focus may be.

I have the right to be cared for by those who can maintain a sense of hopefulness, however changing this might be.

I have the right to express my feelings and emotions about my approaching death in my own way.

I have the right to participate in decisions concerning my care.

I have the right to expect continuing medical and nursing attention even though "cure" goals must be changed to "comfort" goals.

I have the right not to die alone.

I have the right to be free from pain.

I have the right to have my questions answered honestly.

I have the right not to be deceived.

I have the right to have help from and for my family in accepting my death.

I have the right to die in peace and dignity.

I have the right to retain my individuality and not be judged for my decisions which may be contrary to beliefs of others.

I have the right to discuss and enlarge my religious and/or spiritual experiences, whatever these may mean to others.

I have the right to expect that the sanctity of the human body will be respected after death.

I have the right to be cared for by caring, sensitive, knowledgeable people who will attempt to understand my needs and will be able to gain some satisfaction in helping me face my death.

How Do We Learn to Grow Old?[1]

An instructional strategy designed to help students at the advanced level to develop empathy and insight into the needs of aging adults and to prepare for the adjustments in later years

Objectives

This instructional strategy is designed to help students develop the ability to:

View aging as a normal developmental process which is affected by life-time habits and attitudes.

Project themselves into the future to see themselves as undergoing the aging process.

Evaluate the variations in the life-styles of the aging.

Describe stereotypic views of aging.

Describe and analyze their attitudes toward aging.

Generalizations

The issue of independence and interdependence is of particular concern to aging individuals.

The number of older adults in the United States is increasing.

Aging is a normal developmental process which begins at a rate unique to each individual.

The self-perception of what constitutes old age is changing in the American culture.

Cultures vary in their view of the relationship of the elderly to the family network.

Older persons differ in their needs, life-styles, and choice of a preferred peer group.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- As an "Affective Opener," show the students two objects: a valued antique, such as an antique bottle, and a new object made of glass, plastic, or cardboard.

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[1] This strategy was adapted from curriculum modules developed by Winifred Walker, Etna High School, Etna Union High School District, and Hope Rechif, Rosemead High School, El Monte Union High School District.

Tell a short imaginative story about how or where the items were obtained.

Have the students estimate the value of each object; then have each student select the one he or she would prefer to have.

Allow ample time for students to explain the reasons for their choices.

Have the students compare and contrast the value of an antique object with the value of an aged person.

Discuss the reasons for the paradox.

Show the cartoon "Some Antiques Are Valued," by Rollin Kirby. (Source: Living with Aging, Documentary Photo Aids)

OR

- Display posters from Living with Aging or other visuals depicting older people playing music. Play such musical selections as "When I'm Sixty-Four," by the Beatles, or "Hello in There," by Bette Midler.
- Administer the pretest included on page 334. Score and retain the pretest for comparison with the post-test.
- Ask students to complete the "Opinion Poll Statements" included on pages 335-336. When all students have completed the task, they might form small groups and share their opinions. Reassemble as a total class for small group reports. Students should keep their "Opinion Poll Statements" for use at the end of the strategy.
- View films or filmstrips such as Peege or How Would You Like to Be Old? or Minnie Remembers. Discuss the statement: "Maybe the real reason old people are often shut away to die is that we just can't stand the sight of them, possibly because we can't stand the thought of our own old age." Do you agree with the statement?
- To demonstrate the concept that the perception of what constitutes old age may vary, relate the following incident:

  George Bernard Shaw found a tombstone in a village cemetery that read: "Died at 87. Cut down in the prime of life." Shaw decided that the village was where he wanted to retire.

  What is the significance of this incident? What are the implications?
- Compare the numbers of elderly in the population today with the numbers in earlier time periods. What can be expected in the future?
- Show the transparency masters on pages 337 and 338 and discuss the contrasting life-styles. Discussion questions could include:

  Which life-style do you prefer?

  When do you plan for the type of life-style you want to have?

  How do you prepare for your preferred life-style?

Discuss the theory that success in one stage of life encourages success in the next stage. Explain how the uncertainties, successes, and failures of childhood and young adulthood have a direct bearing on the behavior and adjustments made during middle and later life. Caution students that persons who depend upon a job for psychological security usually have difficulty coping with loss of income and loss of self-esteem.

- View the film *Stringbean*, and ask students to imagine what kind of young person this woman was. What did she value? Can they imagine themselves being happy in similar circumstances?
- Discuss research findings which suggest that dietary habits during early and middle years affect the elderly. Which dietary patterns lead to later problems?

Read "The Heritage," beginning on page 339. Suggested methods of using the story are included on page 343.

Have the students read "A Case Study on Aging" on page 344 and complete the exercises under "Topics for Discussion," on pages 345-346.

View the film *Aging* as a review and syntheses of all the major concepts of the strategy.

Evaluation

Give students the post-test, and compare results of that test with the students' original scores. Have the students study the "Opinion Poll Statements" they made at the beginning of the module, and ask them to report, in writing, how the information presented in the strategy has changed their perceptions about aging and the aged.

RESOURCES

Aging (16 mm film). C. M. R., 1011 Camino del Mar, Del Mar, CA 92104

America's Aged: The Forgotten Many (Filmstrip). Current Affairs Films, 24 Danbury Road, Wilton, CT 06897.

Blau, Zena S. *Old Age in a Changing Society*. New York, N.Y.: Franklin Watts, Inc., 1973.

Cameron, Marcia J. *Views of Aging*. Ann Arbor, Mich.: Institute of Gerontology, 1976.

Eshleman, J. Ross. *The Family: An Introduction*. Boston, Mass.: Allyn and Bacon, 1974.

"Hello in There." Recorded by Bette Midler, Atlantic Records.

How Would You Like to Be Old? (Two filmstrips and cassettes). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Hughes, Elizabeth Z. "Angry in Retirement," *Human Behavior*, (September, 1974).

Human Aging. Edited by Sheila Chown. Middlesex, England: Penguin Books, 1972.

Intimate Relationships: Marriage, Family, and Life-Styles Through Literature. Edited by Rose M. Somerville. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Koller, Marvin R. *Families, A Multigenerational Approach*. New York, N.Y.: McGraw-Hill Book Co., 1974.

"The Later Years and Death--Part II," *Tips and Topics*, Vol. XVI, No. 4, (May, 1976), Box 4170, College of Home Economics, Texas Tech University, Lubbock, TX 79409.

Living with Aging. Documentary Photo Aids, P. O. Box 956, Mount Dora, FL 32757.

Minnie Remembers (Film). Mass Media Associates, 2116 N. Charles Street, Baltimore, MD 21218.

Peege (16 mm film). Phoenix Films, 470 Park Avenue South, New York, NY 10016.

Picture of Aging (16 mm film). South Carolina Commission on Aging, 915 Main Street, Columbia, SC 29201.

Retirement. Edited by Frances M. Carp. New York, N.Y.: Behavioral Publications, Inc., 1972.

Rich, Thomas, and Alden Gilmore. *Basic Concepts of Aging--A Programmed Manual.* Washington, D.C.: Department of Health, Education, and Welfare, 1972.

Sheehy, Gail. *Passages: Predictable Crises of Adult Life*. New York, N.Y.: E. P. Dutton Co., Inc., 1974.

Stern, Edith M., and Mabel Ross, M.D. *You and Your Aging Parents*. New York, N.Y.: Harper & Row, 1965.

Stringbean. McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

Three Grandmothers (16 mm film). National Film Board, distributed by McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

"When I'm Sixty-Four." Recorded by the Beatles, Sgt. Peppers Lonely Hearts Club Band, Capitol Records.

Growing Older
Pretest and Post-Test

1. List five current social problems that the older person faces.

2. The elderly make up _____ percent of the total U.S. population.

3. Define the following terms:

   Functional age:

   Chronological age:

   In your opinion which term indicates age. Use examples in your explanation.

4. Describe one way in which the older person is stereotyped.

   Explain how this stereotyping could affect the life of that person.

   What actions can you take to prevent stereotyping?

Opinion Poll Statements

For each question, indicate your personal feelings.

1. Which of its members does society consider more valuable--the young or the old?

   How many years do we spend growing up?

   How many years do we spend growing older?

   If youth is a passing phase, why is it considered such a virtue?

2. How many old people do you know?

   Are they old-fashioned?

   Are they boring?

   Are they young in spirit?

   Are they independent?

   Do you ever see old people as having been as young as you are now?

3. What is the difference between chronological age and functional age?

   Do you regard someone who is sixty years of age as being old?

   How old does one have to be to be old?

   Is being old a state of mind or a state of physical and behavioral changes?

4. What do you think of your grandparents?

   How much control or influence do they have within your family?

   Do they work?

   What other contributions are they making to society?

   Are they treated as children or as adults?

   Are they part of the community?

5. How does society expect old people to act? Explain.

6. How should people use their leisure time?

   How can leisure time activities substitute for a career?

   What is leisure?

   What are some "meaningful activities" other than a career?

7. Who should care for the elderly?

   Are the elderly supposed to be a burden or a resource?

   Which do you feel they are?

   What is the government's responsibility to the aged person?

8. Should old people retire to make room for young workers?

   Should people over sixty-five years of age have to choose between working and receiving social security?

   Is there any grief and pain when a person is forced out of a job because of age?

9. Do you believe that old age will "happen" to you?

   Should one prepare for old age?

   Can this be done by learning from older people?

   What can be learned?

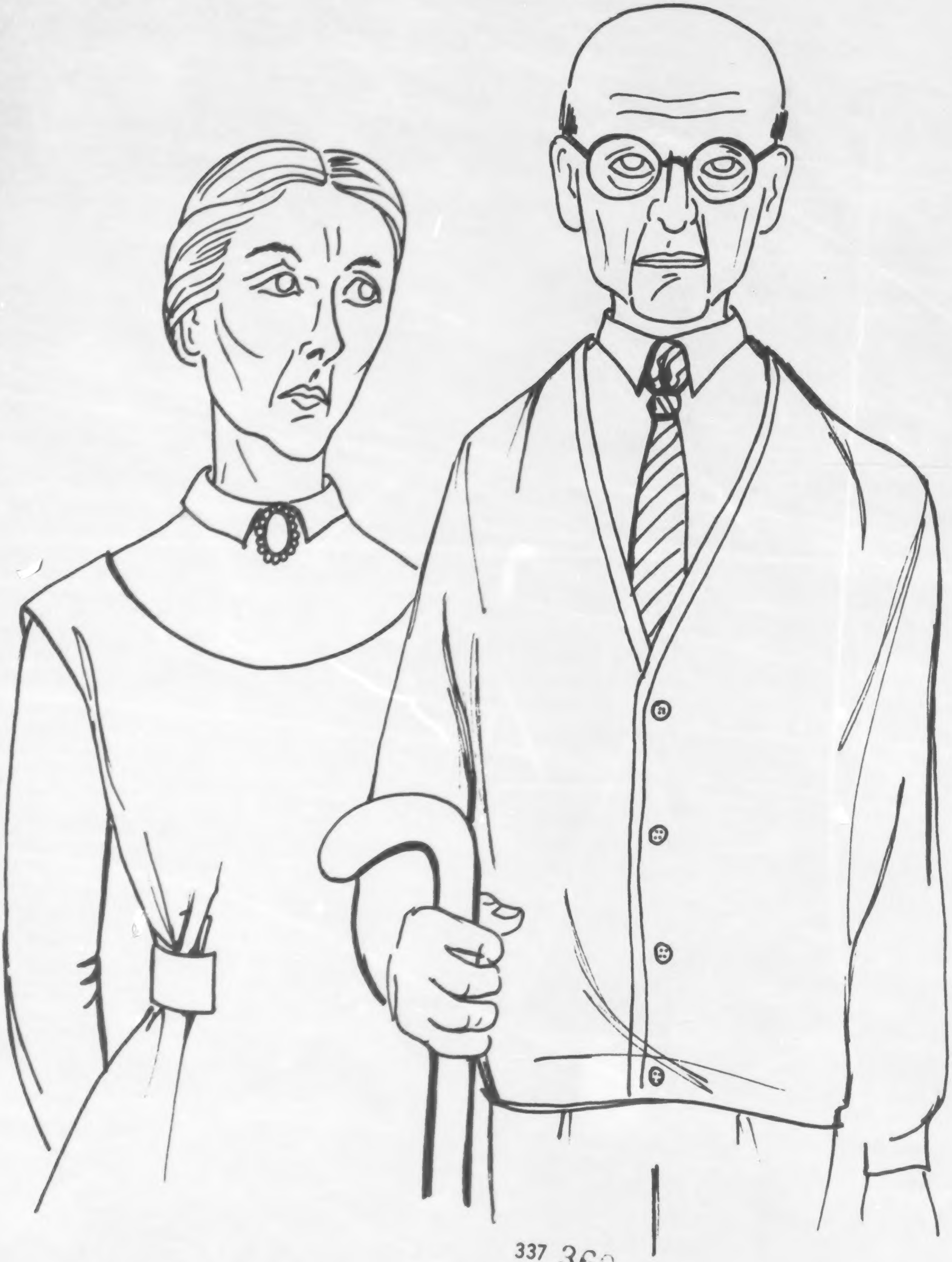
10. Try to visualize yourself at seventy years of age. What will you be like?

    Will you be the same type of person as you are now?

    What will your interests be?

    Will you be old-fashioned?

See page 331 for instructions on the use of these illustrations.



The Heritage[1]

Alyce Ingram

"Set down, Fritz, and help me go through this stuff of your Ma's. I want to get it all out of the way today."

The woman was dragging brown grocery cartons from the back porch into the bright kitchen. On the tile-patterned linoleum lay a heap of garments. Rain spots on sober felt hats and run-over heels on practical tie shoes gave mute evidence of once having been worn. Gloves with mended finger tips touched each other limply as though seeking companionship and, finding no warmth of human hand, lay crumpled and still.

"For Pete's sake, Ella," the man kicked impatiently at a paper towel carton, "Ma ain't cold in her grave yet. What's the rush?"

"Who's rushing?" The woman's voice had taken on a high whine. "There's no sense to keeping clothes around that nobody can wear. Besides, Georgie could be sleeping in her room if it was cleaned out. It ain't healthy, him being in with us."

Her ankle length wrap-around stretched tight across her swollen stomach. She loosened the ties, revealing a pair of man's striped broadcloth pajamas. "Anyhow, with baby coming and all, I have to start making room."

"Ma died just in time, didn't she? You had it all figured out."

You bet I did, she said to herself. Think I'd get p.g. again if it weren't to get rid of the old hag? She would clear out every blessed thing of the old lady's before the end of the day or know the reason why. Lordy, it would be good to have the house to themselves again. You couldn't even take a bath without explaining to her what you were doing.

No sense riling him though, the mood he was in. Funny how a big man like that could be so tied to his mother's apron strings. Maybe now for the first time he would act and think and be like a real husband should. It was nutty the way he had gone on about his ma. Anyone would think she had been a saint instead of a crabby old woman who couldn't keep her nose out of other people's business.

"Georgie, Georgie," she called out the back door. "Bring those other boxes to Mama."

The man turned toward the sink, running the water unnecessarily long and drinking slowly. He seemed unable to face the pile of clothes on the floor.

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[1] This story first appeared in The Humanist, March/April, 1958, and is reprinted by permission.

She patted his shoulder. "What's ailing you, anyhow? Everyone's got to go sometime and your ma's time come. It's not as though you weren't good to her. Didn't you give her a home when your pa died? Didn't I always do my best to help her?"

He shrugged off her plump hand and sat down, paring his fingernails with a pen knife.

A puppy-eyed boy came into the kitchen, dragging a packing carton. He studied the pile of clothes on the floor.

"You packing Grandma's clothes to send up to Heaven?"

"Noo-yes," his mother answered uncertainly. "Well, some of them." She slapped at a fly on her fleshy arm. "The lemon pies sure bring in the flies, don't they, Fritz? My, we've got food to last a week. The hams were delicious, so tender and nice. Everyone seemed to enjoy the supper. Emma did a good job on the hams. You tell her I said so, though she did charge us plenty. How many did we feed afterwards, hon'?"

"How should I know?" The man's face flushed. "Is that what you were doing, counting how many you had to feed afterwards when she was being buried?"

"Fritz Schiller! You ought to be ashamed. When did I ever begrudge anyone food?"

The boy picked up his grandmother's black felt bedroom slippers, hugging them against his cowboy sweater.

"Better pack these, Mama. They don't wear shoes in Heaven," he said.

His mother laughed heartily as though glad of the turn in conversation. She nudged her husband. "Isn't that cute, Fritz? Why do they wear bedroom slippers in Heaven, Georgie?" She tossed a gaping hairnet into the box marked "trash."

The boy frowned, "Well, wouldn't we hear them walking up there if they wore shoes?"

He was watching his mother intently as he stuffed a hand in one of the slippers.

"We'll send shoes along just in case it's snowing up there." She winked at her husband, who sat tipped back perilously in a chair.

"Sure can't figure out Heaven, Papa." The child went over to his father and threw one arm around his neck. "Looks like gravity would bring everyone back down here again. My friend Ronald says that's what makes balls come back when you bounce 'em. What keeps people up there, Papa?"

The man's mouth softened. "We'll find out someday, Sonny. Now you play while I help your ma finish up."

"Do you think we should sell her fur coat, Fritz?"

The kitchen chair snapped forward. "Sell it? Of course not. We'll give it back to Lena and John. They paid for it."

"Oh. And did they kick in half of your ma's groceries? Did they? Did they tend to her night and day like I did? Did they?"

"Don't stretch things, Ella. Ma wasn't a bed patient. I ain't saying you didn't treat her okay, but. . . ."

The woman's slack mouth twisted into a sneer. Her green grape eyes slid over his brooding face.

"But what? Spit it out once and for all."

"Okay, Ella, you asked for it. I'm ashamed that you wouldn't let her eat in the dining room with us. She was an old lady and it must'a hurt her a lot to be eating alone in the kitchen at supper time."

"How can you be so mean as to throw that up to me, in my condition!" Her voice was shrilled. "Didn't I make her comfortable out here? Didn't I give her all she wanted to eat?"

She blew her nose vigorously on a purple pansied handkerchief. God in Heaven, she thought, is there no pleasing the man? Six weeks she tried to keep his ma at the dining room table with them. The mess she made, it was a crying shame. She had palsy or something and she would slop her food all over the tablecloth. And when they had company, you had to be ashamed. But he just couldn't get it through his thick skull that she wasn't mistreating the old woman by putting her in the kitchen. It was just good sense. And the way little Georgie had fussed about it, she finally had to give him a darn good licking. He didn't want poor Grandma eating all by herself, either. No one knew what all she had been through.

She folded another crepe dress. It looked like dead grass, just the way she always looked. Here she was gone and in no time at all everyone would forget her. There wouldn't be anything left to remind you she had lived. Ella wasn't going to throw her life away like that.

Fritz had to be pushed all the time. He was just like his dumb, foreign-born folks. Didn't have sense enough to be proud of their house in a nice section of town. He would rip into her, "All you want of life is a pink house next to a bilious green one, a long car, a place where everyone's garbage can is lined up even with his neighbor's and the garages the same way. Just 'cause your pa's a rich butcher, you ain't gonna change me."

She moistened her lips. "It was because of my Noritake china. She broke three plates, and cups galore. It was a wedding present from my folks and you've no right to think I owed it to her to have my best dishes broken."

"The stuff's open stock, Ella. You could'a got more."

"What was wrong with those pretty plastic cups I bought her and that nice wooden salad bowl? The bowl was just fine. She could knock it off on the floor and it wouldn't break. No, you weren't satisfied. You'd rather have her knocking off my good chinaware. I'll be glad when this house is rid of her for good."

He picked up his mother's prayer book gently. "You can't get rid of people that easy, Ella. There's always something they leave behind. Maybe it'll just be the little things she did for us, like taking such good care of George when we went out. You'll think about things like that."

She set her mouth mutinously, scooping up the last of the things from the heap, a cheap breast pin, scarves, a cotton slip, and tossed them into the trash box.

Then she washed her hands and scrubbed them at the sink, watching the soapy water run down the drain. Everything of the old lady's was out of the way now. The last of the dust of her stuff was going down the drain. She opened the doors almost gaily.

"I'll fix us a nice lunch now," she said. "We'll all feel better."

She reached for the dishes. She had forgotten about the old woman's things. The yellow plastic cup sat like a baby chick in the huge, wooden salad bowl. Well, it was now or never. She picked them up and set them in the trash carton, hoping he wouldn't notice and start his insane raving again.

"You mustn't throw the bowl away, Mama," said her son, snatching it out of the box. "I'll put it away in the attic with my things."

"Save the bowl?" She shook her head in bewilderment. "Whatever on earth for?"

"For you, Mama," said the child gravely, "for when you get old and come to live with me."

FOCUS FOR "THE HERITAGE"

Teachers can use the following activities to help students explore the problems of the three-generation household.

Discuss the story, using the structured questioning strategy included on page 28. Ask such questions as:

What incident in the story did you find most memorable?

How did the story make you feel?

Why do you think that Fritz was upset?

Why was Ella so anxious to get rid of her mother-in-law's possessions?

Why did Ella resent her mother-in-law?

What conclusions can you draw from the story about three-generation households?

In your experience, are these conclusions valid?

How can we find out whether or not these conclusions are valid?

If these conclusions are valid, what are the ways in which conflict can be resolved? What are alternatives to care of the elderly?

(After additional learning activities which focus on the problems of the three-generation household are completed, the story can be evaluated in terms of the validity of the generalizations drawn by the class.)

A Lesson in Empathy

Ask half of the class to empathize with Fritz and the other half to empathize with Ella. Define empathy as the ability to respect others from their frame of reference, not one's own. Empathy implies nonjudgmental understanding. Compare the empathic roles of Fritz and Ella.

Examining Marital Relationships

Ask the students what problems with the marital relationship are suggested in addition to the issue of the grandmother?

A Case Study on Aging[1]

Students may read or listen to the following case study and discuss some of the implications it has for them in studying the elderly as part of the family life cycle. The questions following are prepared for use with this case study.

The subject of this case study is Josea Card, age 70, a widower with three children and seven grandchildren. Mr. Card had come to Jonestown in 1925 as a young man determined to learn a skill and to establish his home in this South Plains town. He began as a carpenter's helper with a local construction company and demonstrated both deftness in handling his job assignments and willingness to learn more. Mr. Card stayed with the construction company for six years until it was closed by the bank during the 1930s.

By this time, Mr. Card had become a master carpenter, but there were only occasional odd jobs to be found during the depression. He had met and married Mrs. Card in 1928, but they postponed having children until the economic picture became brighter. They were a proud couple and, although they were poor, they would not accept charity from the local social welfare agency. When Mr. Card lost his job, Mrs. Card went to work as a cook in a school cafeteria. Somehow they managed to survive with dignity through the depression years.

By the late 1930s, Mr. Card had established his reputation as a skilled carpenter and cabinet maker who worked out of a small workshop in his home. He was receiving a steady inflow of work from private individuals as well as from business concerns. He was proud of his small business and his "entrepreneur" abilities. He custom-built a modest home in which he and Mrs. Card reared three children--two sons and a daughter. He put his first son through college while the second son chose to become a carpenter like his father. His daughter attended college for two years and then married. She and the carpenter son have stayed in Jonestown to rear their respective families. The eldest son was killed in Viet Nam, and his wife and child moved to her parents' home in another part of the state.

Having owned his own business most of his life, Mr. Card had never participated in a group benefits program. He had always saved for the things that he and Mrs. Card had desired and had always paid for things out-of-pocket rather than on credit. He felt good about this and was proud that he did not owe anyone anything or have to depend on the charity of friends, family, or the government. He had a small nest egg set aside for his "golden years." Although he officially retired by turning his cabinet-making shop over to his son in 1970, he still liked to work part-time and frequently made special orders.

Mr. and Mrs. Card enjoyed the first two years of retirement. They took a few trips but mostly just enjoyed seeing their children and grandchildren once or twice a week. Remembering stories of their youth was their favorite source of conversation. They frequently got to babysit when their children went out on weekends; and when their daughter returned to work, they watched their five-year-old granddaughter when she came home from kindergarten at noon.

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[1] Adapted from Tips and Topics, Texas Tech University, May, 1976.

These contented years came to a dramatic halt in 1973 when Mrs. Card learned that she had terminal cancer and was hospitalized for six months of intensive care. Since she was too young for Medicare/Medicaid benefits, the expenses of her care depleted the Card's "nest egg" in the bank. After his wife's death, Mr. Card became very depressed and on several occasions seriously considered suicide. His son and daughter sensed his unwillingness to live and were distressed over his low spirits and general apathetic attitude toward his own health and appearance but no one brought these feelings out in the open. What kept Mr. Card going were the weekly visits from his grandchildren and getting to go to his son's and daughter's homes for the evening meals several times during the week.

Eventually, Mr. Card regained some interest in his own life. He asked his son to bring some of his woodworking tools from the shop to place in his basement, and he began working with unusual fervor, refinishing the furniture that he remembered his wife had particularly enjoyed using. He began to invite his "old friends" over to share a meal and to reminisce over the "good ole days." He found that he had more in common now with other widowers, while the couples with whom he and Mrs. Card had previously socialized grew more distant. This disturbed him a little, but he never discussed it with anyone.

At times he felt somewhat isolated from the rest of the world. People honked at him when he drove too slowly. Younger persons showed very little respect when he went downtown; they sometimes pushed to get by him in a crowd, and seldom did they offer assistance with a heavy package or a door. But Mr. Card tried not to let that bother him. He knew this was a youth-oriented culture, and he remembered how impatient he was when he was young. "If only they would put themselves in my place once in a while," he thought, "they would probably be more considerate."

On one occasion after his wife's death, Mr. Card visited a friend in a nursing home. He tried to remain cheerful during the visit, but he couldn't help thinking how glad he was that he was independent and could manage living alone. So many "old people" under one roof made the nursing home appear to be a sort of "preliminary tomb." He certainly wanted no part of that in his old age, and he made a point of expressing these sentiments to his family on several occasions. He was going to die with his "boots on" in his own home and he did not want to be dependent on anyone.

Topics for Discussion

1. Write a word, sentence, or short paragraph that describes a feeling or an attitude that you have toward the aged.

   Why do you have this particular feeling or attitude?

   Do you know someone who reflects this characteristic? Is the individual an acquaintance, a friend, or a family member?

   Can you generalize from one or two individuals to a whole group? Why or why not?

Do you ever have mixed feelings about aged persons in society? What are the different emotions you experience? Why?

2. Think about the case study you have just read.

   Does Mr. Card fit your "mental picture" of an aging man? Why or why not?

   What characteristics does he have that are similar to other aging individuals you have known? How does he differ?

   In what ways does he reveal that he is a proud man? Judging from his life history, was his pride justified? Why?

   What type of relationship do you think he had with his children? His grandchildren?

   If you were his son or daughter, how would you feel about your "old man?"

   In what ways did his own children show their love?

   Why did he feel somewhat isolated at times?

   How can young people show consideration for the elderly?

3. Evaluate Mr. Card's post-retirement situation.

   In what ways had he prepared for his needs after retirement?

   How could he have been better prepared?

   What can the elderly do when they have a financial or other type of crisis after retirement? Where can they turn for help? Are there other sources of help besides the family?

   What do you think would happen if Mr. Card ever needed extended health care?

   What would be his family's responsibility? How could he be helped to accept living in a nursing home? What alternative to a nursing home is available in your community?

   Can you put yourself in Mr. Card's place when his wife died? What feelings do you think you would experience? Why?

   Why do you think he contemplated suicide?

   How did his family help? If you were his son or daughter, what could you have done differently (or additionally) to help him through that crisis?

   How did he show renewed interest in life's activities? Why?

   Why did he spend more time with other widowers and less time with couples?

   Why do you think he failed to discuss his true feelings with his family and friends?

   How would discussing his feelings help? What else might follow such a discussion?

4. Now consider your own feelings and attitudes toward the elderly.

   Why do you think they sometimes just "let themselves go" physically and emotionally?

   Why do some aging adults seem to be optimistic and cheerful in their approach to life while others reveal skepticism, self-pity, or fear?

Can the same differences be observed in any other age group?

Do you know any elderly persons who "think young"? How is that attitude reflected in their behavior?

In what ways do some young people demonstrate behaviors and attitudes that are usually associated with the aged?

What are some common stereotypes we have about the aged? How accurate are those stereotypes? (Think of exceptions in the news media, on television programs, and in your own personal experiences.)

Is it fair to stereotype the aged? Why or why not?

Would you like to change your own or someone else's behavior toward the elderly? How?

How would you like to be treated when you are over sixty-five years of age? What will you expect from your own family and your friends?

Maintaining Independence[1]

An instructional strategy in which the housing needs of the elderly are examined by learners at the advanced level

Objectives

This instructional strategy is designed to help learners develop the ability to do the following:

View the elderly as individuals who differ in their ability to live independently.

Evaluate housing available to the elderly in the community.

Suggest ways in which independent living for the elderly can be maintained.

Generalizations

The issue of independence and interdependence is of particular concern to aging individuals.

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

> Age-related physiological and economic changes make it difficult for some individuals to control their environments.
>
> Loss of geographic mobility, which decreases the life-space environment of the aging, brings an increased importance to the role of service personnel and neighbors.
>
> Housing and transportation have increasing psychological significance to the aging.

Older adults in the United States differ widely in resources, abilities, opportunities, and interests.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- As a pretest, display pictures of room interiors. Ask students to suggest changes that should be made for elderly persons who have handicapping conditions.
- Have students analyze age-stereotyping they have seen on television programs.

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[1] See "Safety for Seniors," Maximizing Human Potential Curriculum Design, 43-46, which is a companion sequence to this strategy.

- Distribute a variety of popular magazines with instructions to do the following:

  1. Take a sheet of lined paper and divide it into seven columns. Make the first column about two inches wide (5 cm); make each of the next five columns about one-half inch (1.25 cm) wide; and leave a wide column on the right.
  2. At the top of the first column, write "Product or service." Head the five narrow columns with these abbreviations; "C" for child, "T" for teenager, "Y" for young adult, "M" for middle-aged, and "E" for elderly. At the top of the last column write "Stereotypes."
  3. Go through a magazine page by page and, for each advertisement in which people are featured, list in the first column the product or service advertised. In the next five columns place a checkmark for each age group represented by the people featured in the advertisement. In the last column list terms that come to mind to describe any stereotypes of age groups that you observe.
  4. Study the results of your analysis, and on the back of your sheets list any conclusions you can draw from this activity about the use of age stereotypes in advertising.

  Follow-up discussion, in which the whole class shares its observations, might focus on such questions as the following:

  Do any general stereotypes of age groups appear repeatedly in the advertising of a wide range of products and services?

  Which age groups appear most frequently and which appear least frequently in advertisements?

  Does age stereotyping in advertising reflect any values that are widely shared by our society and expressed in other ways besides advertising?

- Have each student write a detailed description of an elderly friend or relative. Use the chart, "Health Characteristics Associated with Aging," on page 352 to tabulate the characteristics included in the students' descriptions. Then, develop a similar chart for recording types of personal characteristics. Look for differences and similarities.
- Develop a variety of definitions for the single term, "the elderly."
- Invite a community resource person to discuss the physiological changes which may occur with age.
- Read "Sensory Impairments in the Aged" in Views on Aging.[1] Decide how recommendations for housing for the elderly are related to the physiological changes which may occur during the aging process. (See page 284 for activities that simulate these physiological changes.)

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[1] Marcia J. Cameron, Views on Aging: A Teacher's Guide. Ann Arbor, Mich.: Institute of Gerontology, 1976, 158-169.

Such recommendations might include:

Ramps, with a maximum rise of 1.4" (3.5 cm) in 12" (30 cm), instead of stairs

Hand rails at a height of approximately 32" (81.3 cm) on one side of the ramp

Bathroom doors which open out

Bathrooms sufficiently large for a wheelchair or walker

Showers with seats in addition to or in place of tubs

Wall-hung toilets 18" - 20" (45.7 cm - 50.8 cm) from the floor

Grab bars at appropriate places in the bathroom

Water faucets controlled by single-control levers rather than knobs

Nonscald controls in sinks, showers, and tubs

Electrical outlets 24" - 30" (61.0 cm - 76.2 cm) above the floor

Three-way light switches in rooms having more than one entrance

Rocker-type light switches

Light switches in the entrance to each room on a horizontal plane with door knobs

Doorways at least 36" (91.4 cm) wide

Doorknobs approximately 36" (91.4 cm) from the floor

Windows low enough for a person to see outside while lying down

Floors or floor coverings of skid-resistant material

Use of electricity rather than gas wherever possible

A variety of bright colors

Bright lights on stove knobs

High illumination with nonglare lighting

No difference in levels of inside floors and porches

An open space adjacent to the outside door of at least 5 sq. ft. (0.45 m^2)

- Interview a contractor to identify the following:

  The extra cost of building a house to the recommended specifications

  The cost of remodeling an existing house

- After examining the chart, "Housing Types and Services," included on pages 353-354, interview at least five people who have relatives or friends over sixty-five years of age. Identify the types of housing in which they live and any problems they have in maintaining independence.

- Investigate alternative housing arrangements for the elderly in your community.
- Investigate the services that are designed to help the elderly live in their own homes. Such services could include food and nutrition programs, geriatric evaluation services, adult day care facilities, home-help services, transportation services, telephone reassurance services, and information and referral services. Compile a resource directory of these services, adapting suggestions included in the article, "Identifying Community Resources for Families Under Stress."[1]
- Develop a presentation, entitled "Services Our Community Needs to Help the Elderly Maintain Independence," to be given to other classes or community groups.

Evaluation

Given descriptions of elderly persons and their living arrangements, students should develop a plan to help the elderly remain independent.

Plan a housing environment which minimizes age-related problems.

Develop an evaluation instrument for housing for the elderly.

Repeat the pretest, and examine the two evaluations to determine whether the teaching strategy needs to be changed.

RESOURCES

Cameron, Marcia J. Views on Aging: A Teacher's Guide. Ann Arbor, Mich.: Institute of Gerontology, 1976.

Gelwicks, Louis, and Robert Newcomer. Planning Housing Environments for the Elderly. Washington, D.C.: National Council on the Aging, Inc., 1974.

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Tiven, Marjorie Bloomberg. Older Americans: Special Handling Required. Washington, D.C.: National Council on the Aging, Inc., 1971.

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[1] William Saur, "Identifying Community Resources for Families Under Stress," The Family Coordinator, Vol. 26 (July, 1977), 304-306.

Health Characteristics Associated with Aging

Age group	Chronic disease	Joint and muscular problems	Sensory impairment	Hearing loss	Vision loss	Digestive difficulties	Nervous system disorders	Other
65-70								
70-75								
75-80								
80-85								
85-90								
90-95								
95-100								
Over 100								

Housing Types and Services[1]

	Type	Individual capability	Housing and advantages for the individual
Fully independent household	Single family house	Self-contained, self-sufficient household, capable of own personal care, housekeeping and cooking	Familiar surroundings, low monthly rent
	Apartment house		Frees assets from previously owned home, few building maintenance responsibilities
	Retirement community		Exposure/emergence in active age peer social system, many recreational amenities, few building maintenance responsibilities
	Mobile home		Relatively low cost new housing, some recreational amenities, few building maintenance responsibilities
Semi-independent household	Single family house	Not self-contained, not self-sufficient, residents are capable of own personal care, but may require assistance in cooking and housekeeping	Same as single family house above
	Apartment house		Same as apartment above
	Boarding house		Meals, housekeeping provided; extensive social interaction available; frees assets from previous home
	Residence with children, other relatives		Low cost for older person; availability of intimate support groups; few building maintenance responsibilities; may permit freeing assets in former residence
	Retirement hotels or apartments	Can still be self-contained, but is less self-sufficient, capable of personal care; cooking and housekeeping tasks are incorporated into the housing program; health care is available on emergency basis	Meals, housekeeping services provided; extensive social interaction possible; limited health services coverage; project usually does not provide life care
	Homes for the aged		Same as above, except provides life care
Dependent household	Intermediate care housing	Neither self-contained nor self-sufficient, help given if needed in getting about, personal care, grooming, etc., in addition to cooking and household tasks; short term health care available if needed	Same as above, large proportion of costs are payable under Medicare and other health coverage
	Nursing homes	Neither self-contained nor self-sufficient; total care available for health, personal and household functions	Full range of medical and personal services; large proportion of costs are payable under Medicare and other health coverage

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[1] Louis Gelwicks and Robert Newcomer, Planning Housing Environments for the Elderly. Washington, D.C.: National Council on the Aging, 1974. Permission to reproduce received from the National Council on the Aging.

Housing problems for the individual	Population most likely housed	Approximate percentage of persons housed
Property taxes, maintenance costs, freezes property equity for alternative uses of these funds	All socio-economic and racial groups have an overwhelming preference for this type of housing; primary groups are married couples	69.5% total 59.8% (estimated) are fully independent
Relatively higher monthly rent, little management provision for supportive services; tenants of low capability not acceptable and will be moved out	All SES and racial groups, usually in age range from late 60s to late 70s;about 2/3 are single persons	21.3% total (includes an estimated 3% federally subsidized housing)
High rent and activity costs; little management provision for supportive services; tenants of low capability not acceptable and will be moved out	Mainly upper-middle to upper income, Anglo populations, usually these people are relatively younger (55-70), more active, and generally couples	About 1%
Little management provision for supportive services; tenants of low capability are not acceptable and will be moved out; location usually in a non-central area	Mainly middle-lower to middle income, Anglo, in middle 60s to late 70s; both couples and singles	About 1%
Same as single family house above; supportive services required	Same as single family homes above	Estimated 8.7% are semi-independent
Same as apartment above; supportive services required may not be available	Same as apartments above	Estimated 0.5%
Moderate cost; regimentation to routine and regulations of housing unit; zoning for such facilities may place them in unfamiliar and undesirable setting	Primarily single men, low to low-middle income	2%
Loss of much individual freedom and privacy; stressful on interpersonal relationships	Principally single elderly women, middle income and below; slight variation among racial and ethnic groups	11.2% total estimated 2.2% semi-independent
Low to high cost depending on quality of accommodations; regimentation of meal and housing rules, frequently very incapacitated will have to relocate to more supportive environment; building may not be well designed (remodeled) to accommodate the needs of the tenant population; also may be poorly located	Population ranges over all income groups because of the variance in the cost and quality of supportive services; tenants generally are in the early to middle 80s, sex balance; mainly single	Estimated 0.5%
High rent and monthly service cost, many also have high enrollment cost, regimentation to routine of meals and other housing rules	Principally middle to upper income Anglos, both couples and singles (Section 202 housing does permit limited access to low-middle income); average tenant ages range from middle 70s to late 80s	1% total; estimated 0.8% at least semi-independent
Moderate to high cost, many of these facilities are converted nursing homes and may have the appearance and orientation of these institutions	Same as above, except regarding sex balance--this will tend to be dominated by females; income range is explained because many higher income people will be receiving this care under the life care plans of their home for the aged	Estimated 0.2%
High cost, institutional environmental, negatively perceived as terminal care facility	Same as above	5%

Nutrition and Aging[1]

An instructional strategy designed to help students at the advanced level examine the effect of age on dietary patterns

Objectives

This instructional strategy is designed to help students develop the ability to do the following:

Identify how social, economic, and physiological changes in the life-style of the elderly relate to dietary patterns.

Identify elements of students' life-styles which could cause problems in later life.

Generalizations

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

Age-related physiological and economic changes make it difficult for some individuals to control their environments.

Although change is possible for all people, a relationship exists between the kind of person one is today and the kind of person one will be in the future.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- Discuss life-expectancy statistics in the United States. Ask students such questions as:

  If you live to your expected age, what percent of your life have you now completed?

  How long would you like to live?

  Do you have ancestors who lived long lives?

- View several films which show a variety of life-styles of the elderly. Such films include:

  Let's Rejoice

  Tomorrow Again

  When Parents Grow Old

  The Art of Age

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[1] This strategy was adapted from a curriculum module developed by Marilyn Steichen, Monte Vista High School, San Ramon Valley Unified School District.

A Matter of Indifference   The Shopping Bag Lady

The Joy of Communication   At 99: A Portrait of Louise Tandy Murch

Using the structured discussion described on page 28, generalize the effects of life-styles on dietary patterns.

- Ask students to interview persons over seventy years of age regarding "What are your biggest problems concerning meals?" Categorize the answers as follows:
    1. Social changes which create dietary problems (Include those answers concerned with social isolation and widowers who have never been responsible for preparing their own meals.)
    2. Economic changes which create dietary problems (Include those answers concerned with problems of food buying, appliance repair, appliance replacement, and transportation costs.)
    3. Physiological changes which create dietary problems (Include those answers concerned with loss of taste and smell, poor fitting dentures, loss of teeth, digestive system problems, and loss of energy to prepare and clean up after meals.)
- Invite representatives of group-feeding and home-feeding community nutrition programs to explain how their nutrition programs help the elderly.
- Observe the food buying habits of persons over seventy years of age in grocery stores. Contrast these buying habits with those of younger shoppers.
- To simulate the loss of sensory stimuli, have a classroom snack experience with such foods as salt-free crackers, salt-free butter, and salt-free peanut butter. Discuss ways in which texture and color can help compensate for the loss of taste and smell.
- Blindfold a student and have that student eat something. Discuss:

    How it felt not to be able to see the food

    Problems with hand/mouth coordination

    Problems of food discrimination
- Ask students to collect newspaper and magazine articles in which authors claim that dietary and health patterns established at the beginning of the life cycle may help to avoid health problems in later life. Ask students to list changes they should make in their current life-styles to minimize the social, economic, and physiological changes which are part of the aging process. Discuss what would keep them from making those changes.

Evaluation

As a pretest and post-test ask students to list food problems of the elderly and changes that students could make in their own life-styles to minimize such problems. Compare the two evaluations to see how the strategy needs to be changed.

RESOURCES

The Art of Age (Film). Distributed by ACI Films, Inc., 35 West 45th Street, New York, NY 10036.

At 99: A Portrait of Louise Tandy Murch (Film). Distributed by The Eccentric Circle Cinema Workshop, P. O. Box 4085, Greenwich, CT 06830.

Havighurst, Robert J. "Understanding the Elderly and the Aging Process," *Journal of Home Economics*, Vol. 66 (April, 1974), 17-20.

The Joy of Communication (Film). Dana Productions, 6249 Babcock Avenue, North Hollywood, CA 91606.

Let's Rejoice (Film). Wombat Productions, Inc., 77 Tarrytown Road, White Plains, NY 10607.

A Matter of Indifference (Film). Distributed by Phoenix Films, Inc., 470 Park Avenue, S., New York, NY 10016.

Rankine, Daryl C., and Betty Taylor. "Are Community Nutrition Programs Meeting the Needs of the Elderly?" *Journal of Home Economics*, Vol. 67 (November, 1975), 37-40.

The Shopping Bag Lady (Film). Learning Corporation of America, Inc., 1350 Avenue of the Americas, New York, NY 10019.

Tomorrow Again (Film). Distributed by Pyramid Films, Box 1048, Santa Monica, CA 90406.

When Parents Grow Old (Film). Learning Corporation of America, Inc., 1350 Avenue of the Americas, New York, NY 10019.

Working with the Elderly. Special issue of the *Journal of Home Economics*, Vol. 65 (April, 1973).

Present and Future

The dilemma of present and future orientation does not force an immediate decision but encourages the finding of one's own philosophic point of view. One can learn to cherish the "now" moment, to retain that childhood sense of wonder, and to handle the demands of the present while seeing oneself as a part of a controllable future.

This section includes the following instructional strategies:

Adapting and Adjusting

Fashion in 2076

Future Housing

The Future Is Now

Hear Them Cry

Abused and Neglected

Life Begins

Wanted: Healthy Babies

Parenting Is

Parenting Needs of the Exceptional Child

Tomorrow: A World of Vegetarians?

What Will We Eat?

Adapting and Adjusting[1]

An instructional strategy designed to help high school students understand the dynamics of parenting

Objectives

This instructional strategy is designed to help learners develop the ability to do the following:

List personal stresses involved in parenthood, and suggest at least one way each could be lessened.

Suggest ways in which individuals can prepare themselves for effective parenthood.

Take positive steps toward improving a specific aspect of their relationships with parent(s), step-parent, or guardian.

Analyze their own feelings about being a parent.

Evaluate the ways in which learning about parenthood has affected their attitude toward their own parent(s) and their relationships with them.

Generalizations

Education for parenthood includes examining the effects of the process of child rearing on parents as well as children.

The amount of stress that the transition to parenthood involves is influenced by the amount of knowledge and experience one has concerning the role.

Since parents as well as children are going through developmental stages, constant adaptation is necessary in parent and child interaction.

Increased pressures on American parents come from conflicting viewpoints on child development, conflicting value systems, and rapid changes in society.

Understanding pressures on one's parents can help prepare one for future parenting roles.

Although relationships improve most when all parties are working for change, even one person can influence positive changes in a relationship.

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[1] This instructional strategy was adapted from a curriculum module developed by Sue Chelini, Redwood High School, Tamalpais Union High School District.

Teachers may use the following activities to help students explore the dynamics of parenthood:

- Administer a pretest such as the one included on page 364. Collect the test from the class, but do not discuss it nor return it to the students until after the post-test has been administered.

- Place around the room butcher paper on which the teacher has written open-ended questions. Have the students write the answers on the butcher paper. Sample questions could include:

  I like my parent(s) best when they ....

  I wish my parent(s) would ....

  I wish my parent(s) wouldn't ....

  My parent(s) wish I ....

  I don't understand my parent(s) when they ....

  My parent(s) don't understand me when I ....

  My parent(s) worry when I ....

  When I am a parent, I will ....

  When I am a parent, I won't ....

  Discuss the answers to the open-ended questions by doing the following:

  Compare similarities and differences in student answers to each question.

  List common differences between parents and children as evidenced in answers.

  Suggest ways that students feel parents should adapt to growth and change in children.

  Suggest ways in which parents might want their children to adapt as they get older.

- Have students develop a "Bill of Rights." Ask them to write down everything they feel they have a RIGHT to expect from their parents. Then have students turn the paper over and list everything they feel their parents have a RIGHT to expect from them.

  Compile both lists for the entire class. Compare similarities and differences between expectations on both sides. Draw conclusions about the ways in which families could resolve conflicts concerning these expectations.

- Ask students to complete the "Changing Relationships" assignment sheet (page 368).

- View the film Coping with Parents. Discuss the parent-teen relationships shown in the film, and discuss how these relationships were changed. Why were they realistic or unrealistic? Have the class offer suggestions about changing other specific aspects of parent-teen relationships, especially those which students wished to improve.

- Identify negative phrases arising often in parent-teen relationships such as:

You wouldn't understand .....

I'm too busy to .....

You don't care about me .....

- Identify such negative actions arising in parent-teen relationships as:

Ignoring	Nagging
Defying	Insulting
Sulking	Being sarcastic

  Ask students to be aware of these negative actions or phrases during the next 24 hours. Then ask students to volunteer any anecdotes about these negative actions or phrases and/or insights they gained about themselves as they became aware of their use of these actions or phrases. Ask students to list ways in which to avoid negative actions and to list positive steps to take in their relationships.

- Have the students move all chairs out of the center of the room. One wall of the room will represent affirmative answers. The opposite wall will represent negative answers. The center of the room represents "Pass" or "No answer." Ask the students to physically place themselves in the room according to their answers. Make such statements as:

  I feel that I understand my mother.

  I feel that I understand my father.

  I feel that my parent(s) enjoy having children.

  My parent(s) are fair in their dealings with their children.

  I would raise my children in a way that is similar to the way I have been raised.

  My parents worry unnecessarily about me.

  Ask the students to make additional statements about parent-teen relationships for response from the class. As students are standing, ask for volunteers from each side of the room to explain their answers.

- Play a tape of a child crying for at least five minutes. (The temper tantrum of an older child could be substituted in this activity.) Ask the students:

  How did you feel while you were listening to the child crying?

  What does this type of child behavior make you want to do?

- Give the students the "Child Rearing Role Questionnaire" included on page 373. Emphasize that no answers are right or wrong. Ask the students to respond independently. Then, organize the class into groups of four to six students to discuss the answers. Which roles have the most conflict? Which roles have the least conflict? How can problems relating to role expectations be resolved?

- Conduct the exercise "Generation Gap" included in Self-Awareness Through Group Dynamics.[1]

The following activities can be used as independent study options or as class activities:

- Have the students administer the Parenting Questionnaire (page 367) to at least five adults of various ages. Analyze the results.
- Ask the students to read a novel about a family coping with stress.
- Have the students arrange for a speaker from a community agency which deals with parent-child relationships. The students will need to contact the speaker, arrange dates with the speakers and teacher, clear the speaker through the proper administrative channels, introduce the speaker to the class, lead the discussion that follows, and write thank you notes to the speaker.
- Role play such family situations as those described on pages 370-371.
- Invite parents to participate in a round-table discussion on parenting relationships. Evaluate the reactions of the students and the parents to the discussion.
- Prepare a bulletin board, mobile, or other classroom decoration on some aspect of parent-child relationships.
- Interview grandparents concerning their favorite parts of the family life cycle. Compile results.
- Investigate community sources of education for parenthood.
- Summarize the conclusions students have reached about parenthood. Ask the students to do the following:

  List personal stresses involved in parenthood.

  Suggest ways in which parenting stresses can be lessened.

  Suggest ways in which individuals can prepare to be effective parents.

Evaluation

Administer the parenthood pretest as a post-test.

Have the students complete the "Scoring Sheet for the Pretest and the Post-test" on page 372. Discuss the results.

Evaluate all discussions, using the following criteria:

Did the discussion move logically?

Were conclusions reached?

Were the results useful?

Was the discussion dominated by a few students, or did most students contribute?

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[1] Richard Reichert, Self-Awareness Through Group Dynamics. Dayton, Ohio: Pflaum/Standard, 1970, 105-112.

RESOURCES

Bernard, Jessie. *The Future of Motherhood*. New York, N.Y.: Penguin Books, Inc., 1975.

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Committee on Public Education. *The Joys and Sorrows of Parenthood*. New York, N.Y.: Scribner, 1973.

Coping with Parents (Film). Film Fair Communications, 10946 Ventura Boulevard, Studio City, CA 91604.

Gilbert, Sara. *What's a Father For*. New York, N.Y.: Parents Magazine Press, 1975.

Gordon, Thomas. *P.E.T. Parent Effectiveness Training*. New York, N.Y.: Peter H. Wyden, Inc., 1970.

Klein, Carol. *The Single Parent Experience*. New York, N.Y.: Avon Books, 1973.

LeMasters, E. E. *Parents in Modern America*. Homewood, Ill.: The Dorsey Press, 1970.

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

Reichert, Richard. *Self-Awareness Through Group Dynamics*. Dayton, Ohio: Pflaum/Standard, 1970.

Rollins, Boyd C., and Harold Feldman. "Marital Satisfaction Over the Family Life Cycle," *Journal of Marriage and the Family*, Vol. XXXII (February, 1970), 20-37.

Parenthood Pretest

Check the answer that most nearly is your preference:

1. I am
   _____ an only child
   _____ a child in a small family (two or three children)
   _____ a child in a large family (four or more children)

2. I would rather be
   _____ an only child
   _____ a child in a small family (two or three children)
   _____ a child in a large family (four or more children)

3. In the future, I would like to have
   _____ no children
   _____ one or two children
   _____ three or four children
   _____ more than four children

4. I think I will be most ready to begin having children when I am
   _____ eighteen to twenty-one years of age
   _____ twenty-one to twenty-five years of age
   _____ twenty-six to thirty years of age
   _____ over thirty years of age
   _____ don't know

In the following items, rank the choices in the order of your preferences. Make "1" represent the response most important to you; "2," the second most important, and so on.

5. I will probably be most ready to have children when
   _____ I have my own head together.
   _____ I can afford them.
   _____ I become established in my career.
   _____ I find an appropriate husband/wife to be the parent of my child.
   _____ Other (list) ____

6. I want to have children

_____ because they bring love to one's life
_____ to have someone who needs me
_____ to give purpose to my life
_____ to share myself with someone else
_____ Other (list) ____

7. I would find having children difficult because of

_____ lack of freedom
_____ worrying about having enough money
_____ worrying about what they do
_____ knowing what to do when raising a child
_____ Other (list) ____

8. It is most difficult for parents to agree on

_____ behavior standards for the child
_____ discipline of the child
_____ values they want the child to develop
_____ philosophy of child rearing
_____ Other (list) ____

9. Before you have children, the best way to prepare yourself for parenthood is to

_____ Study your parents' child rearing practices.
_____ Take child development courses.
_____ Agree with partner on child rearing practices.
_____ Read books on parenting.
_____ Other (list) ____

10. After you have children, the best way to improve your parenting skills is to

_____ Participate in family counseling.
_____ Read books and articles on parenting.
_____ Take child development courses.
_____ Use your instinct.
_____ Other (list) ____

11. The biggest daily stress in being a parent is
_____ constant bickering among children
_____ noise and energy level of the household
_____ effort of trying to satisfy everyone else
_____ lack of consideration
_____ constant change
_____ Other (list) ______________________________

12. The best way to lessen the stress of being a parent is to
_____ Discuss concerns with others who are knowledgeable
_____ Get some time away for yourself or together with partner
_____ Reason with children
_____ Recognize what causes stress for you
_____ Keep up with the times
_____ Other (list) ______________________________

13. The biggest reward in being a parent is
_____ when children "turn out" the way you want
_____ when children return your love
_____ when children achieve in school
_____ just to watch them grow up
_____ Other (list) ______________________________

14. Children have the most difficulty when
_____ They do not know what parents expect of them.
_____ They are compared with other children.
_____ Parents are too strict.
_____ Parents are too lenient.
_____ Other (list) ______________________________

Parenting Questionnaire

The purpose of this questionnaire is to discover the effects on parents of having children. Please interview five adults--preferably of different ages, with different age children, different size families, and/or different life-styles. Ask them to respond to these questions without placing their names on the questionnaire. After you have completed the interviews, analyze the results, using the questions at the end of the questionnaire.

1. Did you make a conscious decision to have your first child?

   If so, what made you think you were ready for children?

   If not, do you feel that you were ready for children? Why or why not?

2. Why did you want to have children?

3. What physical changes did your first child make in your life?

4. What economic changes did your first child make in your life?

5. What emotional changes did having a child make in your life?

6. What role changes occurred between the parents after the birth of the first child?

7. What do you wish you had known before having children?

8. What type of support could have helped you cope with having and rearing your children?

9. What additional changes were made in your life with the addition of other children?

10. Would you choose to have children again if you had it to do over? Why or why not?

11. What have you liked best about being a parent?

12. What has been most difficult about being a parent?

13. What other comments would you like to make?

QUESTIONNAIRE ANALYSIS

Analyze all of your questionnaires with regard to the following:

a. Satisfaction with parenthood
b. Reasons for having children
c. Effects that children have on life-styles
d. What to be prepared for when having children

Changing Relationships--A Home Experience

Choose one specific aspect of your relationship with your parent or parents that you would like to concentrate on improving during the next three or four weeks. When you feel you have made progress on this project, you may ask for the evaluation sheet again (no later than ____________________).

Describe the relationship on which you plan to work.

Pretest Will it?		Post-test Did it?
______	1. Make living at home easier.	______
______	2. Help me understand my parents better.	______
______	3. Help my parents understand me better.	______
______	4. Make me feel good.	______

Pretest: At the beginning of this activity, rate the relationship that you you described (circle the appropriate number).

1	2	3	4	5	6	7	8	9	10
Bum trip		What a drag		Could be better		Shaping up		Far out	

Post-test: At the end of this activity, rate the relationship that you described (circle the appropriate number).

1	2	3	4	5	6	7	8	9	10
Bum trip		What a drag		Could be better		Shaping up		Far out	

The easiest part of this experience was:

The hardest part of this experience was:

The most unexpected thing that happened was:

Now, look back over this activity and analyze what you see and what it means. You may use the back of this page if necessary.

Suggested Role-Playing Situations

Situation 1

A newly engaged young man and woman are discussing when to marry, whether or not they want children, and, if so, when they might want to start their family. The man is twenty-five years of age and in his last year of law school. After he has finished school, he will have to study for his "bar exam" for at least six months. The woman is twenty-two years of age and has graduated from college with an elementary school teaching credential. Since she cannot find a teaching job near his law school, she has found a job as a sales clerk in a local department store. She does not like her job and would really like to teach. Her parents live nearby and are anxious to become grandparents for the first time. What issues must they discuss in arriving at their decisions?

Situation 2

The parents of a one-month-old child are discussing how they will care for the baby when the mother returns to work. Both parents are in their mid-twenties. The father works in an office from 8 a.m. until 5 p.m. The mother will work at a restaurant from 3 p.m. until 10 p.m. How will they arrange for child care? Why does she want to return to work? Should she return to work? What adjustments will each need to make? What will be the child's needs during the rest of its first year?

Situation 3

Parents of two preschool-age children have been invited to spend the weekend at a cabin with friends who are childless. Since the parents have only one income, their extra money is limited. Neither parent has relatives willing to take the children for the weekend. Hiring a woman to baby-sit would cost $50. If they take the children along, they might not be able to do all of the things they want to do. They have never had a vacation without the children. Their share of the weekend expenses, including gas, cabin rent, and food, will probably be $75 - $100. This would not include entertainment or any restaurant meals. Their friends are willing to have the children along, but the friends will probably go ahead and do whatever they want. Should they take the children? Why or why not? What adaptation will they need to make to implement that decision?

Situation 4

The father of a ten-year-old boy has always been active in sports, both as a spectator and as a participant. He places great importance on his son's being athletic, since he views athletics as good, masculine behavior. The son wants his father's approval, but he cannot perform athletically to his father's expectations. He turns to other types of activities that he can do well. He is a good student and loves to read. He is most interested in science and is trying to develop a good project to enter in the science fair. His father wants him to join the Little League. What should he do?

Situation 5

Sixteen-year-old Kathy and fifteen-year-old Tom are planning to go out with friends on Saturday night. Kathy is going to a school dance with a boy she has dated twice. She and her date will be with several other couples. Tom is going out with some buddies just to cruise around and look for fun. Father has told Kathy to be home by 11:30 p.m.--half an hour after the dance will be over. He has not set a time for Tom to be home. Kathy does not think this is fair and is arguing for a later curfew. Mother is siding with Kathy. How can they reach a decision that is fair to everyone?

SCORING SHEET FOR PRETEST AND POST-TEST

Compare the answers that you gave on questions 3 through 14 on the pretest and the post-test. Check in the appropriate column whether your answers were the same or were different.

	Same	Different
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Number of answers that were the same on both tests ____________

Number of answers that were different ____________

What factors influenced the fact that certain of your answers were the same on both tests and others were different?

Child-Rearing Role Questionnaire

On the left-hand side of the paper, circle M, F, B, or N to identify who did the child-rearing tasks in your own family when you and your siblings were under twelve years of age. On the right-hand side of the paper, circle the initial that identifies how you would like your future family to complete child-rearing tasks. Take this questionnaire home and discuss it with your parents. No answer is right or wrong. This is simply a way for people to compare their expectations.

M = Mother; F = Father; B = Both; N = Neither

Own family			Future family
M F B N	1.	Decide when to have a child.	M F B N
M F B N	2.	Decide how and where to have a child.	M F B N
M F B N	3.	Feed newborn baby.	M F B N
M F B N	4.	Change diapers.	M F B N
M F B N	5.	Do laundry for child.	M F B N
M F B N	6.	Feed older child.	M F B N
M F B N	7.	Put child to bed.	M F B N
M F B N	8.	Give child bath.	M F B N
M F B N	9.	Decide where child should go to school.	M F B N
M F B N	10.	Discipline child who is misbehaving.	M F B N
M F B N	11.	Establish behavior standards.	M F B N
M F B N	12.	Teach child to talk.	M F B N
M F B N	13.	Toilet train child.	M F B N
M F B N	14.	Purchase clothing for preschool child.	M F B N
M F B N	15.	Purchase clothing for elementary school child.	M F B N
M F B N	16.	See that child is well nourished.	M F B N
M F B N	17.	Arrange for babysitting.	M F B N
M F B N	18.	Take children on outings.	M F B N
M F B N	19.	Make sure child does homework.	M F B N
M F B N	20.	Get to know child's friends.	M F B N
M F B N	21.	Participate in such activities as scouting.	M F B N
M F B N	22.	Explain about sex to a girl.	M F B N
M F B N	23.	Explain about sex to a boy.	M F B N
M F B N	24.	Arrange for lessons such as swimming, dancing, music, and so forth.	M F B N
M F B N	25.	Read bedtime stories.	M F B N

Own family		Future family
M F B N	26. Establish child's household responsibilities.	M F B N
M F B N	27. Establish allowance for child.	M F B N
M F B N	28. Give allowance to child.	M F B N
M F B N	29. Read books about parent education.	M F B N
M F B N	30. Attend parent education courses.	M F B N
M F B N	31. Care for sick child.	M F B N
M F B N	32. Get up if a child needs someone in the middle of the night.	M F B N
M F B N	33. Arrange for health care of the child.	M F B N
M F B N	34. Set family rules.	M F B N
M F B N	35. Evaluate when counseling might be needed.	M F B N
M F B N	36. Attend parent/teacher conferences.	M F B N
M F B N	37. Decide what to do when child gets in trouble.	M F B N
M F B N	38. Teach child about religion.	M F B N
M F B N	39. Provide for the support of the child.	M F B N
M F B N	40. Supervise child's TV watching.	M F B N
M F B N	41. ________________________________	M F B N
M F B N	42. ________________________________	M F B N
M F B N	43. ________________________________	M F B N
M F B N	44. ________________________________	M F B N
M F B N	45. ________________________________	M F B N

Fashion in 2076--The Tricentennial[1]

An instructional strategy designed to assist students at the advanced level in becoming clothing "futurists"

NOTE: This instructional strategy would be most effective when presented after the strategy Fashion Change Reflects Social Change.

Objectives

This instructional strategy is designed to help students develop the ability to:

Analyze the effects of current fashion trends on the future.

Predict the characteristics and appearance of future fibers, fabrics, and fashions.

Generalizations

The future is only a hypothesis that can be examined in a variety of ways.

The immediate future is affected by the present.

The distant future contains many unknown factors.

Current social concerns can be projected into the future by examining the consequences of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Activities

The teacher may use the following activities to help achieve the objectives:

- Administer the pretest included on page 377.
- Discuss the predictions made by Luis Estevez, who says that by the year 2076:

  Fabrics will be lightweight, porous, and elastic so they will contract for warmth during cool weather.

  There will be no seams or stitches. Clothing will be made by pouring liquid fabric over a mold.

  Bodies will be trim because of changes in eating patterns.

---

[1] This strategy was adapted from a curriculum module developed by Sarah Abernathy, J. F. Kennedy High School, Los Angeles Unified School District.

Men and women will dress more alike.

Many fabrics will be metallics. Metal communication earplugs will be ornamental.

There will be no buttons or hooks--just magnetic closings.

People may have to wear light air-control bubbles.

- Listen to the songs "The Times They Are-a-Changing" and "Where Have All the Flowers Gone." Decide what the songs say about the past, present, and future.
- Research fashion history books for styles of the 1920s, 1930s, and 1940s. Discuss how students feel about these styles. Ask students to answer the question, "How do the fashions of the 1970s reflect the ideas of the earlier years? What trends do you see occurring during the last 50 years?"
- Review with students the development of synthetic fibers and finishes and the increased use of improved fabrics. Brainstorm problems that may be overcome with future developments; i.e., ease of care, fireproofing, and disposable clothing.
- Discuss how some individuals of history were able to look into a crystal ball and make predictions. Display pictures of the following:

  Helicopter drawing by Leonardo da Vinci (fifteenth century artist)

  Space capsule of Jules Verne (nineteenth century novelist)

  Cartoons of Buck Rogers (from comics of the 1930s)

  Hollyhock House of Frank Lloyd Wright (early twentieth century architect)

  Discuss how these illustrations look today. Do they fit into current life-styles?

- Ask students to answer the question, "What do you predict will happen by the year 2076 in the following areas?"

  Fibers and fiber finishes

  Use of color

  Construction methods

  Clothing care

  Clothing to solve environmental problems/use of resources

  Social conditions which will influence fashion

  Have the students seal their answers in an envelope on which is written, "Do Not Open Until the Year 2076."

- Invent a future for clothing. Brainstorm possible inventions that might make it easier to buy, maintain, and wear clothing.

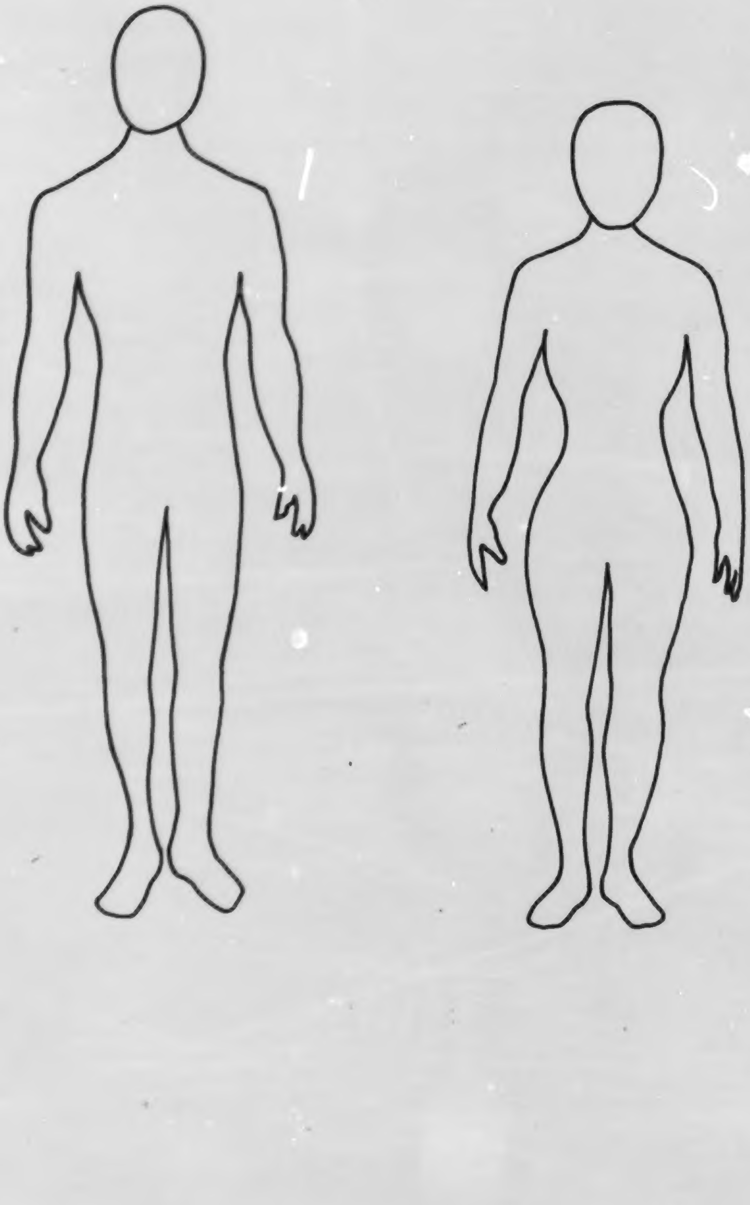
Evaluation

Use the pretest and post-test on page 377 as an evaluation.

Fashion Trends

PRETEST AND POST-TEST

Sketch in pencil your predictions for typical fashions in 2076--the Tricentennial.



Future Housing

An instructional strategy designed to help students at the intermediate level examine how present decisions affect the future

Objectives

This instructional strategy is designed to help students develop the ability to:

Identify how the present affects the future.

View trends as a method of examining the future.

Generalizations

Examining the future requires a life-span orientation and the weighing of immediate gratifications against deferred gratifications.

Current social concerns can be projected into the future by examining the consequences of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Activities

The teacher may use the following activities to help the students achieve the objectives:

- Administer the inventory "Would You Be Willing to . . .?" included on page 381, but do not discuss it at this time. Either have the students keep their own inventories, or immediately after collecting them, place them in an envelope to be sealed until the end of the strategy.

- Define a trend as a behavioral influence which increases or decreases over time, which has existed in the past, and which appears to be continuing into the near future. Ask students to develop a list of trends. Such trends could include:

  A growing land scarcity

  Increasing population

  Decreased availability of resources

  Energy shortage

  An increase in the proportion of elderly in the population

  The growth of cities

Have students form groups to develop a cross-impact matrix to examine the relationship between the trends. The matrix might look like this:

If the trend in the left-hand column continues, what effect, if any, would it have on the trend at the top?

Trend	Land scarcity	Population increase	Resource shortage	Energy shortage	More elderly	Growth of cities
Land scarcity	▨	Example: Land more costly.				
Population increase		▨				
Resource shortage			▨			
Energy shortage				▨		
More elderly					▨	
Growth of cities						▨

Assume that the trend will continue, and ask students to predict what will happen to housing in the future as a result of the interrelationships between trends.

- If students find this possible future undesirable, have them describe a desirable housing future and decide what members of society can do to create this more desirable future. Ask the students what they, as individuals, would be willing to do.
- Invite a resource person, such as a realtor, to speak to the class about the housing trends in the local community.

Evaluation

Return to the students their attitude inventories. Ask students to place a check by those items about which they have changed their minds and to circle the number of those activities they wish grandparents had done, if grandparents had had the option.

Have the students describe (with examples) how their present behavior will affect their own futures or the future of their children.

RESOURCES

Forum. New York, N.Y.: J. C. Penney Company, Inc. (Spring/Summer, 1977).

Kaufman, Draper. *Teaching the Future, A Guide to Future-Oriented Education*. Palm Springs, Calif.: ETC Publications, 1976.

The Wall Street Journal Views America Tomorrow. Edited by Donald Moffitt. New York, N.Y.: AMACOM, 1977.

Would You Be Willing To . . .?

These questions have no right or wrong answers. If someone told you that by doing certain things now, you could make life in the year 2000 better, would you be willing to:

	Yes	No	Uncertain
Eat meat just three times a week?	____	____	____
Buy a smaller house than you can really afford?	____	____	____
Go to bed an hour earlier than usual?	____	____	____
Trade in your Oldsmobile for a car the size of a Datsun?	____	____	____
Give away three small appliances that are conveniences only (e.g., toaster, ice cream freezer)?	____	____	____
Voluntarily live in an apartment for your entire life?	____	____	____
Buy fewer clothes, records, and magazines than you can afford?	____	____	____
Never set the house thermostat higher than 62 degrees (17°C) during the winter?	____	____	____
Travel less than you can afford?	____	____	____
Vote for a law that specifies the hours during which you can use electricity?	____	____	____
Not buy a vacation house in the mountains or at the beach, even though you can afford it?	____	____	____
Have only one child, even though your first child was a daughter and you always wanted a son?	____	____	____
Vote for a law which would require building lots to be very small?	____	____	____
Have no children, although you always wanted two or three?	____	____	____

The Future Is Now[1]

An instructional strategy designed to help the student at the advanced level to handle the demands of the present while seeing oneself as a part of a controllable future

Objectives

This instructional strategy is designed to help students to do the following:

- Develop long-range personal goals and a plan for achieving those goals.
- Identify the effect of their own self-image on their view of the future.
- Identify a range of possible futures.
- Follow a trend from past to present, and project the trend into the future.
- Decide which future events they would most like to or be able to influence.
- Describe possible futures.

Generalizations

Examining the future requires a life-span orientation and the weighing of immediate gratifications against deferred gratifications.

Individuals have the potential to help control their own futures by establishing both short-term and long-range goals.

When the pace of social change is rapid, projecting oneself into the near future is easier than projecting oneself into the far future.

Projecting oneself into the future helps to clarify the effects of what one needs to do to influence the future.

Individuals may view the future in terms of their own self-image.

Although change is possible for all people, a relationship exists between the kind of person one is today and the kind of person one will be in the future.

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[1] This strategy was adapted from curriculum modules developed by Diana Kleinert, Corcoran High School, Corcoran Unified School District, and Bonnie Rose, J. W. North High School, Riverside Unified School District.

If the future is divided into "immediate," "middle," and "distant" spans of time, people may have the most influence over the 5-to-20-year "middle" future.

The immediate future is affected by the present; the distant future contains many unknown factors.

Current social concerns can be projected into the future by examining the consequences of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Activities

The teacher may use the following activities to help students achieve the objectives:

- Play the record, "In the Year 2525," by Zager and Evans, RCA Records. Ask students what is said in the record about the future. Ask students to bring to class other records about the future. Discuss social commentary in the lyrics.

- To measure the change in students' attitudes from the beginning to the end of the strategy, ask students to complete the pretest, "Future of the Family," included on page 388. Retain the tests until the strategy is completed.

OR

- Ask students to express an opinion about the future of the family. Ask students to say aloud the first word or words that come to mind which describe their opinions about the future of the family. The teacher should also do this. For example, "happy," or "extinct." Ask volunteers to record each response on the chalkboard. Discuss such questions as:

  How many students have similar attitudes?

  Is there a consensus?

  Are there minority opinions?

  Why are some responses pessimistic and others optimistic?

- Ask students to consider how they usually view a situation. Do they generally expect the worst or the best? Ask them to think about people who usually have a positive outlook. Do those people usually have a good self-image? What about those with a negative outlook? Have the students write their original response to the "Future of the family . . ." and their reasons for that response. Keep the papers until the end of the strategy. If an opinion was given, score the paper "1." If no opinion was given, score the paper "0."

- To understand how futurists make predictions, view such filmstrips as Future Studies 1036 or From Odyssey to the New Wave in the kit, Encounters with Tomorrow: Science Fiction and Human Values. Discuss the tools that historians use to determine how the present evolved. Assign a group of students to look at various historians' tools (literature, music, art, and architecture), and try to draw from these sources a picture of what will happen if present trends continue. Each group of students could examine an area, such as music, entertainment, fashion, art, politics, urban development, population and food, science, and medicine. Share information about these trends with the class.

- Have each student look at various historians' tools or view the filmstrip Future of the Family. From these sources draw a picture of what will happen to the family if present trends continue. After the assignment is completed, explain that predictors of the future usually follow one of three philosophies regarding the family of the future. They are:

  Complete breakdown and doom (Families are doomed.)

  Greater equality and peaceful coexistence (Families will become altruistic.)

  Accommodation through rational compromise (Families will continue to have problems and happiness, but a rational view will be taken.)

- Compare with those philosophies the students' predicted trends. Ask students to determine which of the trends would be most desirable and which are probable. Suggest what might be done to achieve that desirable state.

- Brainstorm the worst and best possible things that could happen in the future. Record student responses on the chalkboard. Organize students in small groups to discuss when these things might happen. Have the students use three time frames: "immediate," "middle," and "distant." Compare predictions of the groups, and discuss the time span over which people have the most influence. Ask the students why people have the most influence over the 5-to-20-year "middle" future.

- To help students develop the concept that the present affects the future and that we have some control over the present, have students keep a log of events of a given day (or week). Ask the students whether they can identify the causes of those events in earlier events. Were they late to class because they stopped to talk to a friend? Can a future event be changed by a deliberate decision that a person makes in the present? Activities that are centered around future-making's three basic steps (setting the goal, planning to reach the goal, and executing the plan) will aid in the development of insight.

  Goal setting--As a practice exercise, have the students list goals they want to achieve in the next day or in the next week (short-term goals). Put the lists in a prominent place, and then review them later to see whether the goals were reached. Have students list life goals for themselves and identify what they want to do before they die. Ask students, "What has to be done to achieve goals and make dreams come true?"

  Developing strategies--In striving to make goals reachable, future-makers work out operational plans--road maps into the future. Have the students try to define in detail the steps they should take if their goals are to be achieved.

Executing the plan--Have pairs of students discuss what they feel will be the difficulties in making the future happen in accordance with their plan.

Identify for each student a specific object or item which we take for granted, and have the student investigate how the object evolved into the familiar item it is today (e.g., cars, planes, furniture, radios, glass). How has the object been affected by spin-off technology? Why were changes made (changes in need, changes in function, and/or changes of taste)? Relate this concept to the family.

Examine the role of science fiction in preparing us to anticipate and accept social and technological change. Discuss science fiction media with which students are familiar (e.g., Star Wars; 2001: A Space Odyssey; and "Star Trek"). Ask students to discuss the reasons for their interest in science fiction. Do they read it for escape or for intellectual stimulation? Do they consider science fiction to be a tool by which the future can be predicted? Do they think science fiction helps to condition readers to accept future changes? Ask the same questions regarding science fiction movies. What scientific advances described in science fiction have become realities?

View Encounters with Tomorrow: Science Fiction and Human Values, particularly, and Facing the Biomedical Future, and Scenarios for Tomorrow, or Future Shock. Discuss what was so shocking about the film presentations? What types of families were predicted?

- Play the "Game of Future Shock" and/or "Future Decisions: The I.Q. Game."
- To explore the concept that surprises, like a stone dropped into water, have ripple effects, have students predict the unexpected. Use brainstorming activities or open-ended sentences to help students consider answers to the following:

  If television were outlawed because of the energy crisis, families . . .

  If people had to go before a board to petition to have a baby, families . . .

  If the world became so overpopulated that one-half of the population had to hibernate for six months each year, families . . .

  If human life could be created in a test tube, using male and female reproductive cells from donors who had lived hundreds of years before, . . .

  If people lived in apartment complexes hundreds of stories high which accommodated their needs so completely that they never needed to visit the "outside" world, . . .

  If a drug capable of making people immortal were discovered, . . .

  If scientists could implant electrodes into the brains of thousands of men and women, creating a race of robot-like human beings, . . .

If people traveled by space shuttle to work in manufacturing plants,. . .

Discuss which of the situations they would NOT wish to occur and what might be done to prevent such possibilities.

- Have the students write a scenario, predicting their future, circa 2000 A.D. Have them include their responses to the following:

  How old will you be?

  What will you be doing?

  How will you be earning money?

  In what kind of housing will you live?

  Describe your marriage; include roles of husband and wife.

  Describe your leisure-time activities.

  Describe your family.

  What will your neighborhood look like?

  Who will live there besides you?

  What will you wear?

  What will you eat?

  How will people travel?

Seal the scenario in a "time capsule," and mark with your name and instructions: "Do Not Open Until Year 2000."

Evaluation

Have the students write "Future of the Family" at the top of a paper and then write in one or two words the thoughts that come to mind and why. Compare their responses at the beginning of the strategy.

Have the students complete the pretest and post-test, "Future of the Family."

Return to students their original tests. Ask them to write why they did or did not change their opinions regarding the future of the family.

RESOURCES

Bernard, Jessie. The Future of Marriage. Chicago, Ill.: Aldine Press, 1974.

Chesser, Barbara J., and Ava Gray. Marriage: Creating a Partnership. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1975.

Encounters with Tomorrow: Science Fiction and Human Values (Six filmstrips and seven cassettes). A Harper & Row Media Program, Harper & Row, Publishers, Inc., 10 East 54th Street, New York, NY 10022.

The Family in Search of a Future. Edited by Herbert Otto. Des Moines, Iowa: Meredith Press, 1972.

Future Decisions--The I.Q. Game (Game). Simulation and Gaming Association, 4833 Greentree Road, Lebanon, OH 45036.

The Future of the Family (Two filmstrips and records or cassettes). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Future Studies 1036 (Two filmstrips and cassettes). Educational Dimensions Group, Box 126, Stamford, CT 06904.

Future Shock (16 mm film). McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020.

Game of Future Shock (Game). Distributed by James Adams, 2604 Evanston, Independence, MO 64052.

Goodman, Elaine, and Walter Goodman. *The Family: Yesterday, Today, and Tomorrow*. New York, N.Y.: Farrar, Straus and Giroux, 1975.

Intimate Relationships: Marriage, Family, and Life-Styles Through Literature. Edited by Rose M. Somerville. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Kauffman, Draper L., Jr. *Teaching the Future: A Guide to Future-Oriented Education*. Palm Springs, Calif.: ETC Publications, 1976.

Klemer, Richard H., and Rebecca M. Smith. *Teaching About Family Relationships*. Minneapolis, Minn.: Burgess Publishing Co., 1975.

Life-styles 2000: What Will We Take to the Future? (Two filmstrips and cassettes). Denoyer-Geppert Audio-Visuals, 5235 Ravenswood, Chicago, IL 60640.

Miller, David C., and Ronald L. Hunt. *Futures Curriculum Guide*. Washington, D.C.: World Future Society, 1973.

Miller, David C., and Ronald L. Hunt. *Futures Learning Resources Guide*. Washington, D.C.: World Future Society, 1973.

Somerville, Rose M. *Introduction to Family Life and Sex Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Toffler, Alvin. *Learning for Tomorrow*. New York, N.Y.: Vintage Books, 1974.

Future of the Family

Respond to the following statements by circling "A," if you Agree; "U," if you are Undecided; and "D," if you Disagree:

1. There is no future for the nuclear family unit. A U D
2. People will always have to have a marriage license to get married. A U D
3. Couples will have to get a special permit to have a baby. A U D
4. The family of the future will be communes. A U D
5. There will be only "weekend" marriages. A U D
6. Couples will have to pass an I.Q. test to have children. A U D
7. Marriage contracts will be renewable every five years. A U D
8. There are advantages to raising children in a multi-adult household. A U D
9. There will always be the "traditional" marriage. A U D
10. Marriage on a space colony will be similar to our marriage today. A U D

Hear Them Cry[1]

An instructional setting designed to help the secondary student at the advanced level analyze the problem of abused children

Objectives

This instructional setting is designed to help students develop the ability to do the following:

Recognize the factors that contribute to child abuse.

Examine ways in which incidents of child abuse and neglect are revealed.

Identify community resources which help the abusive care-giver and the abused child.

Hypothesize measures which would prevent the problem of neglect and abuse.

Generalizations

The importance of knowing how children develop is highlighted by examining the problem of the battered and neglected child.

Many child abusers were themselves battered children; they lack appropriate knowledge of child-rearing; and they have unrealistic expectations of children.

Preliminary data regarding battered or abused children suggest that such children have some common characteristics.

The increasing incidence of battered children has led to the establishment of statewide reporting and central registry systems.

Community service agencies offer help to both the abused child and the abuser.

Kinship networks act as a social support and control system.

Activities

The teacher may use the following activities to help achieve the objectives:

- Ask students to list the characteristics they desire in a first child; e.g., sex, behavior traits, and appearance. Then describe the assignment: Students will be given eggs for which they must assume responsibility for a week. Responsibilities might include hiring an egg-sitter, providing protection, and so forth. The teacher distributes eggs with pink or blue ribbons glued to the top, describing the "baby-egg" during the distribution. Students should not always receive eggs with the characteristics they desire in children.

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[1] This instructional strategy was adapted from a curriculum module developed by Donna Gomez, Redwood High School, Tamalpais Union High School District.

- Give the students an opportunity to express feelings about "child-desired" versus "child-received."
- At the end of the week, ask the students to describe their experience and the feelings they encountered while they were responsible for the eggs. Ask such questions as:

  What did you do with your egg when you couldn't take it with you?

  Were you ever charged "egg-sitting" fees?

  Did any of you have to stay home because you couldn't find an "egg-sitter?"

  How would you have felt if this had happened?

  How did this assignment help you understand the responsibilities of parenthood?
- View such films as Child Abuse: Cradle of Violence, Don't Give Up on Me, Fragile--Handle with Care, Incest--The Victim Nobody Believes, or War of the Eggs.
- Invite a panel of guest speakers from the social welfare department, law enforcement agencies, health and legal service agencies, and such community groups as Parents Anonymous to discuss legal aspects of the child-abuse problem, the emerging picture of the child abuser, ways of dealing with abusive parents and other care-givers, and resources available for help for both the abuser and the abused.
- Investigate the magnitude of the problem by contacting referral agencies in your community.
- Collect newspaper clippings concerning infant and child deaths that are the result of child abuse.
- Read and report on current magazine articles regarding the problem, or read and report on issues of Caring and National Child Protection Newsletter.
- In small groups, brainstorm the question, "What should you do if you discover that your best friend is a child abuser?"
- Define "kinship network." Discuss ways in which kinship networks act as both a social support and a control system. Identify the students who belong to a kinship network system.
- Brainstorm ways in which child abuse and neglect could be prevented.

Evaluation

As a pretest and post-test, devise an attitude survey which asks such questions as:

	Somewhat agree	Agree	Disagree	Somewhat disagree	?
1. An abused child probably "asked for it."					
2. Child abusers are mentally disturbed people.					
3. Child abuse and neglect are probably found in certainsgroups of people.					

- Ask students to write a biography of a potential child abuser and list community resources which could help in preventing a possible problem.

RESOURCES

Caring (Newsletter). National Committee for Prevention of Child Abuse, Suite 510, 111 Wacker Drive, Chicago, IL 60601.

Child Abuse, Information Pamphlet No. 8, California Department of Justice, 1976.

Child Abuse--Cradle of Violence (Film). Mitchell-Gebhardt Film Company, Motorola Teleprograms, Inc., 4825 N. Scott Street, Suite 23, Schiller Park, IL 60176.

Children Today, Vol. 4, No. 3 (May-June, 1975).

Don't Give Up on Me (Film). Cavalcade Productions, Motorola Teleprograms, Inc., 4825 N. Scott Street, Suite 23, Schiller Park, IL 60176.

Fontana, Vincent. *Somewhere a Child Is Crying*. New York, N.Y.: Macmillan Publishing Company, 1973.

Fragile--Handle with Care (Film). Contact: James Martin, High Court of Southern California, 100 Border Avenue, Solana Beach, CA 92075.

Helfer, Ray, and Henry Kempe. *The Battered Child* (Second edition). Chicago, Ill.: University of Chicago Press, 1974.

Hurt, Maure. *Child Abuse and Neglect: A Report on the Status of the Research*. Publication No. (OHD) 74-20. Washington, D.C.: Department of Health, Education, and Welfare, 1974.

Incest--The Victim Nobody Believes (Film). J. Gary Mitchell Film Co., 2000 Bridgeway, Sausalito, CA 94965.

Kempe, Henry, and Ray Helfer. *The Battered Child and His Family*. Philadelphia, Penn.: J. B. Lippincott, 1972.

National Child Protection Newsletter, National Center for the Prevention and Treatment of Child Abuse and Neglect, University of Colorado Medical Center, 1001 Jasmine, Denver, CO 80220.

War of the Eggs (Film). Paulist Productions, P. O. Box 1057, Pacific Palisades, CA 90272.

Abused and Neglected

An extended strategy designed to assist an FHA-HERO chapter to provide a community service

Objectives

This extended strategy is designed to help students develop the ability to:

Identify community resources.

Develop interview skills.

Develop career awareness.

Disseminate a community directory of agencies that are concerned with preventing the abuse and neglect of children.

Activities

The teacher can use the following activities to help students achieve the objectives:

- Have the chapter members compile a list of community resources. To begin, consult telephone directories and directories of social service agencies. A partial list of agencies could include the following:

  County welfare department
  Law enforcement agencies
  Child abuse/neglect hot-line
  Child abuse council
  Parent self-help groups, such as Parents Anonymous
  Public health department
  Crisis centers
  Community mental health facilities
  Educational institutions (for parenthood education)

- Prepare to interview community agency personnel. Interview teams may be arranged to increase the confidence of chapter members.
- Develop an outline for an information-gathering interview. This outline could include such questions as:

  What hours are you in operation?
  What is the function of your agency?
  What services do you provide?
  What are your fees, if any?

What type of training is necessary for your employees?

Following a demonstration by a resource person skilled in interviewing techniques, students can role-play an interview.

- Contact the agencies, and arrange for appointments. During the data-gathering (interviewing) process, maintain a chart on which is recorded the date of initial contact, date of interview, completeness of information received, and letter of appreciation mailed.
- Develop a form to be used in the resource directory. The chapter members may want to consider making a distinction between "referring" agencies and "assisting" agencies. Ask a resource person to review the directory prior to printing.
- Disseminate the directory through libraries, churches, and schools. Use radio and television public service spot announcements to publicize the directory.

Life Begins[1]

An instructional strategy designed to show students at the intermediate level the importance of the prenatal period

Objective

This instructional strategy is designed to help students develop the ability to:

Analyze how maternal age, maternal nutrition, drugs, diseases, and heredity may contribute to birth defects.

Generalizations

There is increasing evidence that the environment provided by parents plays a major role in prenatal development.

Although hereditary characteristics are firmly established at the moment of conception, during the prenatal period the new human can be affected greatly by environmental conditions.

Activities

The teacher may use the following activities to help students achieve the objective:

- Administer a pretest. Either a traditional paper and pencil test on the material to be covered in the unit or the suggested evaluations may be used.
- Develop a list of superstitions, taboos, beliefs, and old wives' tales concerning pregnancy. Without challenging those students who believe these, introduce the unit on preventing birth defects by viewing Tomorrow Happens Today. Decide which of the problems discussed in the filmstrip have a genetic origin and which are caused by the behavior of the mother before and during pregnancy.
- If an FHA-HERO chapter in your area has developed a "Wanted: Healthy Babies" peer presentation, invite members of the chapter to class.
- Give the students the "Birth Defects" crossword puzzle on page 397. Discuss genetic birth defects, and add to the list those not mentioned in the crossword puzzle.

  Invite a genetic counselor to speak to the class, or view the filmstrip From Generation to Generation.

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[1] Adapted from a curriculum module developed by Marilyn Steichen, Monte Vista High School, San Ramon Valley Unified School District.

- Discuss the effects on the unborn child of:

    Direct maternal factors, such as metabolic disorders, maternal age, and the number and spacing of prior pregnancies

    Environmental factors acting on the mother, such as viral diseases and infections, venereal diseases, drugs, and diet

    The larger environment--radiation and pollutants

  Information from the books Life Before Birth and Is My Baby All Right? is particularily effective here. Use the transparency masters on pages 400-406 to illustrate these points. As students enter the room, give 40 percent of them a piece of green paper, 40 percent a piece of yellow paper, and 20 percent a piece of red paper. As the transparency which shows the number of children not innoculated is shown, ask students with the appropriate colors to stand. Ask students to wear their colored squares on campus. Have them keep track of the number of times they explain to questioners the significance of their colored pieces of paper, the problem, and where free innoculations can be obtained. Ask students to encourage the questioner to help little brothers and sisters or other small relatives and friends be innoculated. Then have students total the number of contacts that they made as a class.

- Show the filmstrip Inside My Mom.

- Ask the students to complete the word game, "Don't Dose the Baby," on page 407.

- Ask the girls in the class to list everything they have swallowed for the past three days. Have the boys critique the list in terms of what kinds of preparations girls are making for their future motherhood role.

- To help students understand how these environmental factors affect the unborn, view the filmstrip Life Before Birth, and examine human development models, such as the Nystrom Human Growth unit. Then give the students play dough, and have them make their own models. Students should pay particular attention to the relationship between the fetus, the umbilical cord, the placenta, and the uterus.

Evaluation

Give students a list of the superstitions, taboos, beliefs, and old wives' tales developed at the beginning of the unit. Ask students to mark the list as follows:

PT - for those they believe to be positively true

MS - for those which may have some basis in fact

AN - for those items which absolutely could not be true

CH - for those items about which they have changed their minds

Ask them to justify their AN and CH answers.

Have students develop a Bill of Rights for an unborn child, listing everything that child has a right to expect of its parents so it might have the best possible chance of having no birth defects.

RESOURCES

America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

Apgar, Virginia, and Joan Beck. *Is My Baby All Right? A Guide to Birth Defects*. New York, N.Y.: Trident Press, 1972.

FHA-HERO/March of Dimes Program Helps, 1977-78. *Wanted: Healthy Babies*.

From Generation to Generation (Filmstrip). National Foundation March of Dimes. (Contact local offices.)

Life Before Birth (Filmstrip). Time-Life Multimedia, Distribution Center, 100 Eisenhower Drive, Paramus, NY 07652.

Montagu, Ashley. *Life Before Birth*. New York, N.Y.: New American Library, 1964.

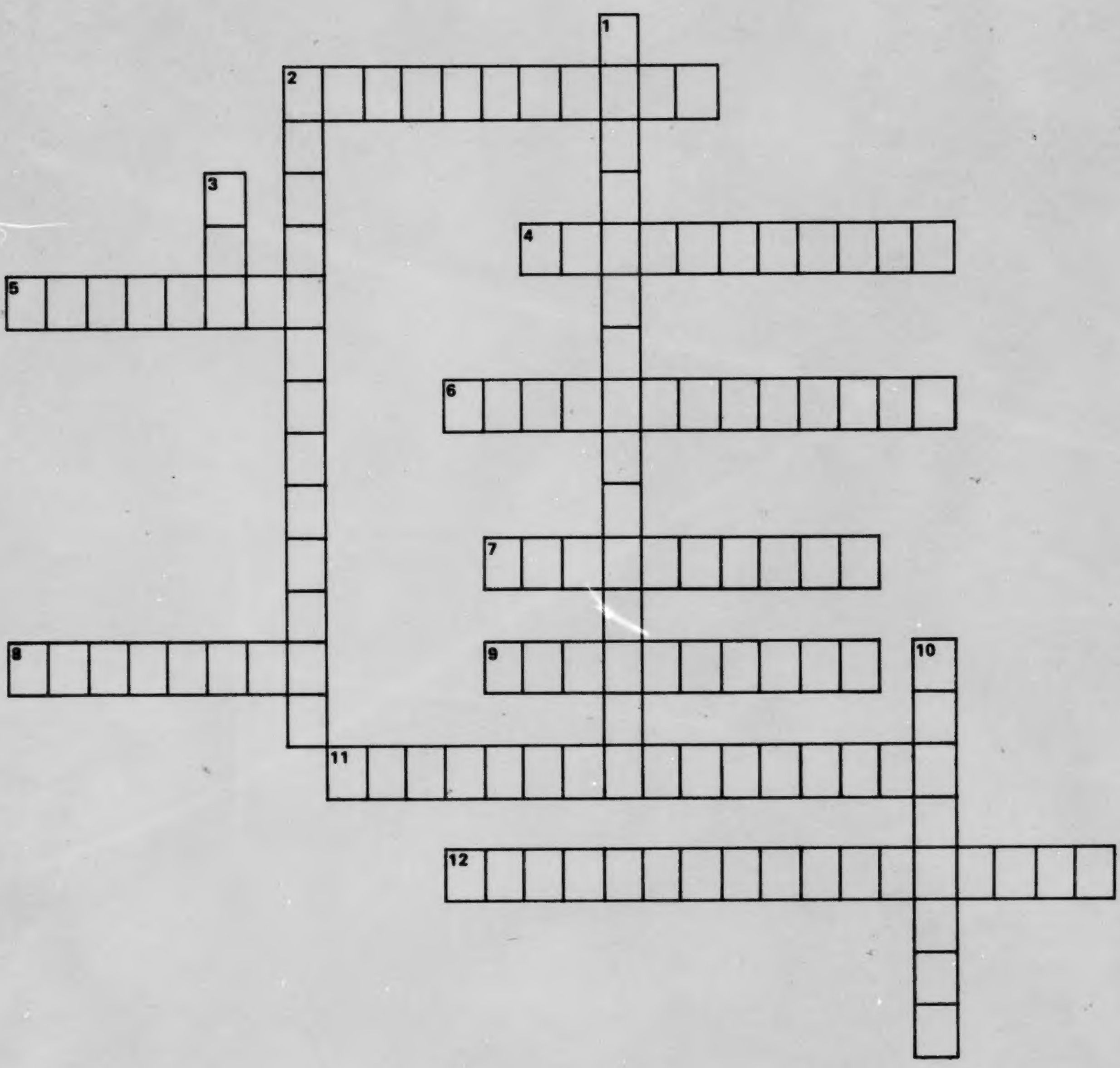
Nystrom Human Growth Unit. A. J. Nystrom, 3333 Elston Avenue, Chicago, IL 60618.

Tomorrow Happens Today (Filmstrip). National Foundation March of Dimes. (Contact local offices.)

Walters, James. "Birth Defects and Adolescent Pregnancies," *Journal of Home Economics*, Vol. 67, No. 6 (November, 1975), 23-29.

Birth Defects

CROSSWORD PUZZLE


1
2
3
4
5
6
7
8
9
10
11
12

ACROSS

2. ______________ is often accompanied by a cleft or split lip.
4. ______________ is measured in terms of decibel loss.

5. _______________ is the most famous of the Little People.

6. _______________ was once called mongolism.

7. Cataracts are a common cause of _______________.

8. _______________ is found almost entirely in Jewish families whose ancestors come from a place near the Polish-Russian border.

9. _______________ has been called "the royal disease."

11. In _______________ the shape of the red blood cells is changed.

12. _______________ is a service which can be used by individuals who think they may have a genetic disorder in their families.

DOWN

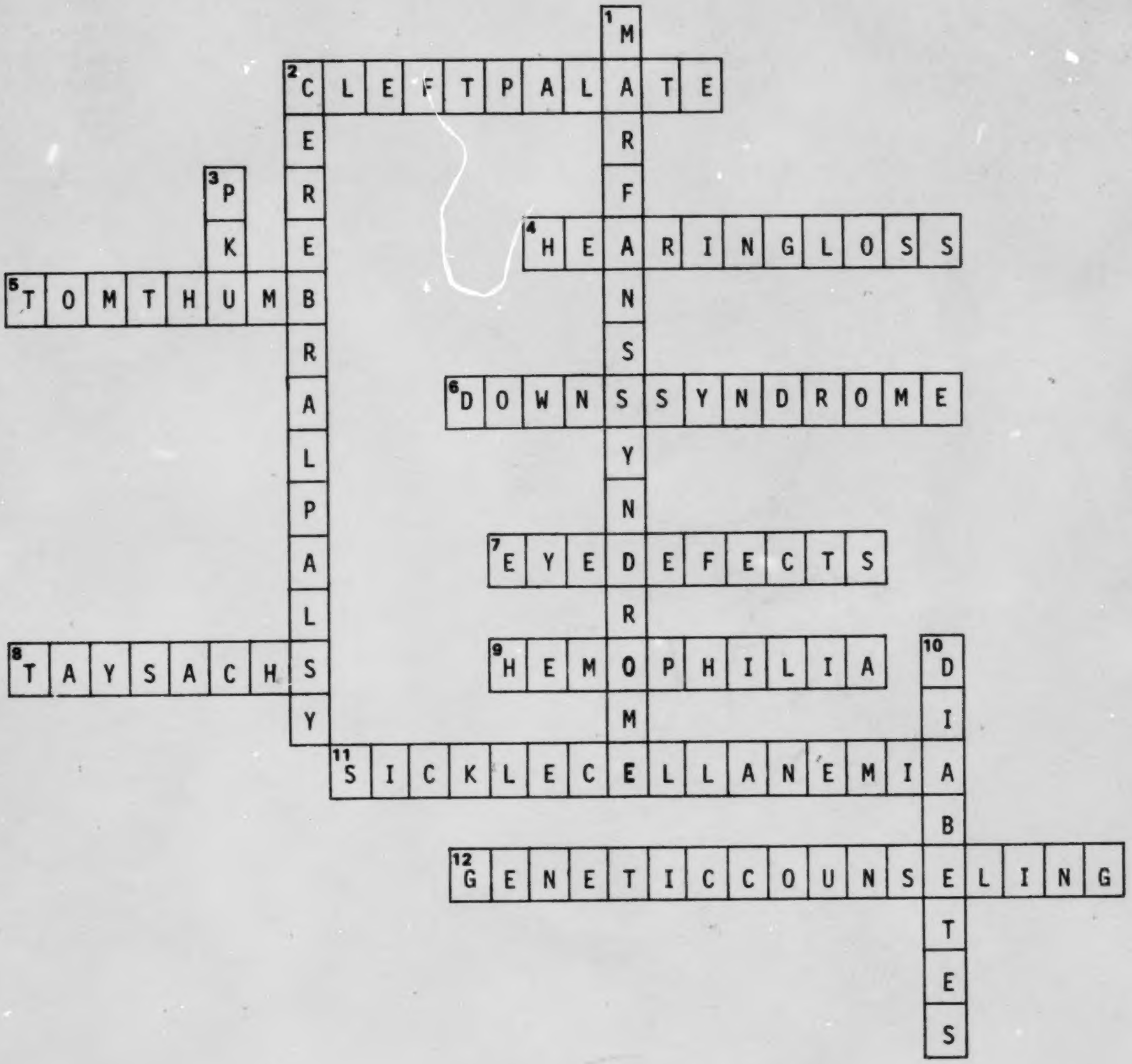
1. Abraham Lincoln might have had _______________.

2. _______________ is injury to the brain that also affects muscle control.

3. _______________ requires an immediate change of diet or an infant will be severely brain damaged.

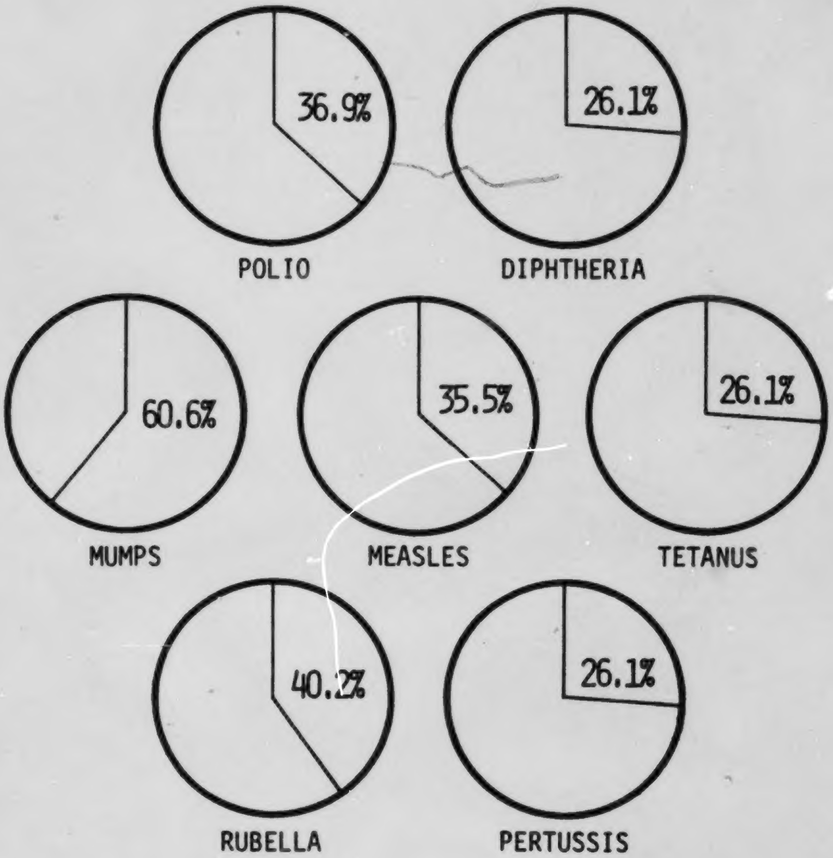
10. _______________ is an abnormality in the way the body uses sugar and starches.

BIRTH DEFECTS PUZZLE--KEY


1 MARFANSSYNDROME
2 CLEFTPALATE
2 CEREBRALPALSY
3 PKU
4 HEARINGLOSS
5 TOMTHUMB
6 DOWNSSYNDROME
7 EYEDEFECTS
8 TAYSACHS
9 HEMOPHILIA
10 DIABETES
11 SICKLECELLANEMIA
12 GENETICCOUNSELING

A MARKED DECREASE IN THE NUMBER OF IMMUNIZATIONS OF YOUNG CHILDREN MAY MEAN A RESURGENCE OF NEARLY—CONQUERED DISEASES IN THE NEAR FUTURE.

PERCENT OF 1--4 YEAR OLDS NOT ADEQUATELY VACCINATED IN 1974[1]



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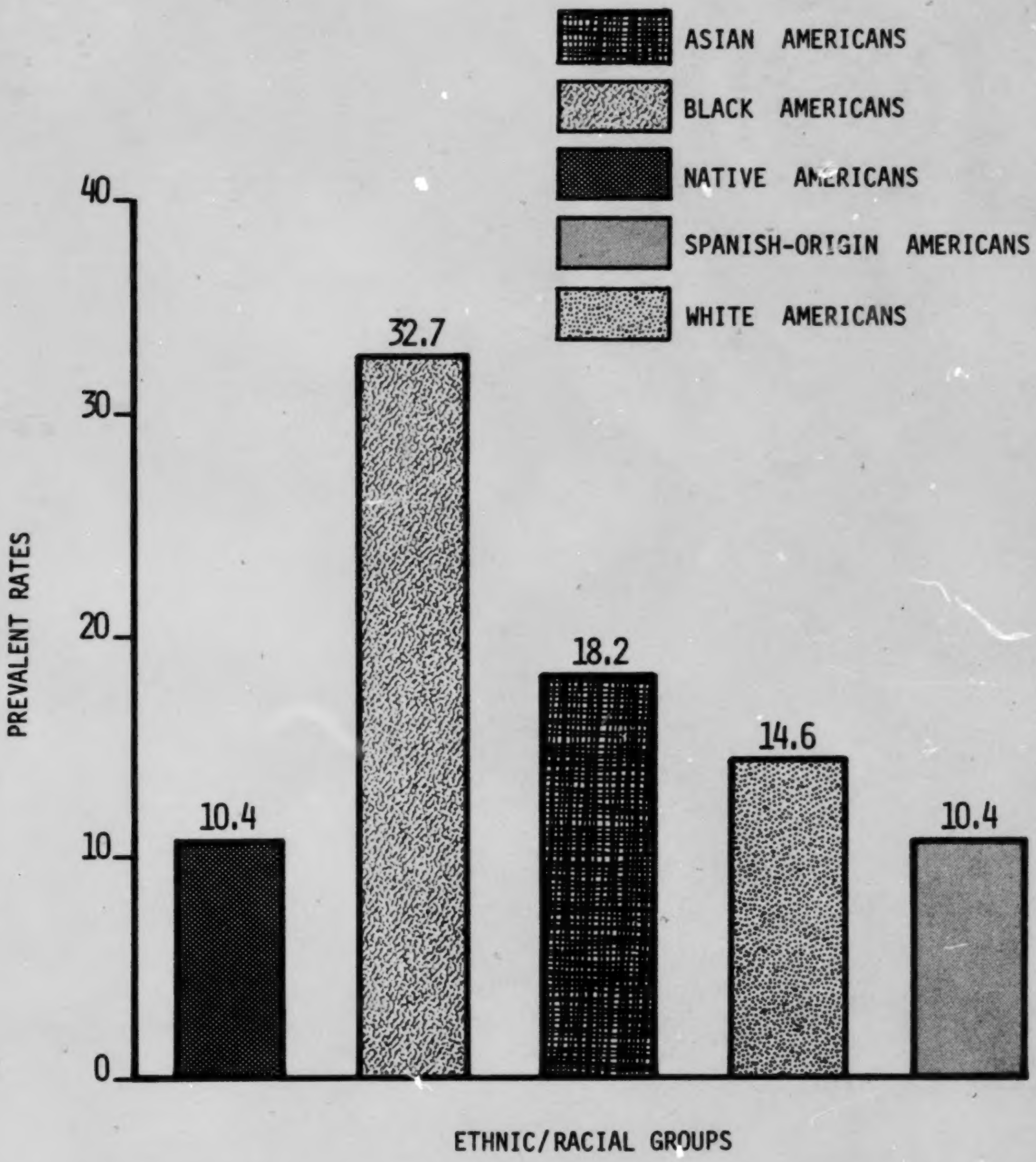
[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

PREVALENCE OF NUTRITIONAL DEFICIENCIES[1]



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[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

THE MOST IMPORTANT FACTORS GOVERNING CHILD HEALTH COME INTO PLAY BEFORE BIRTH. WE KNOW HOW TO CONTROL MANY OF THEM, BUT WE NEGLECT TO DO SO. A BABY IS LIKELY TO GROW INTO A HEALTHY CHILD AND ADULT WHEN THE MOTHER:

- HAD GOOD NUTRITION AS A CHILD
- HAS GOOD NUTRITION DURING PREGNANCY
- BEGINS PRENATAL CARE EARLY IN PREGNANCY
- IS BETWEEN TWENTY AND THIRTY FIVE YEARS OLD
- HAS A GOOD EDUCATION
- IS IN GOOD HEALTH
- HAS NOT BEEN PREGNANT RECENTLY[1]

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[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

LACK OF OPTIMUM HEALTH AND NUTRITION CONDITIONS GREATLY INCREASES THE LIKELIHOOD OF LOW BIRTH WEIGHT (UNDER 5 1/2 LB) AND BIRTH DEFECTS.[1]

LOW BIRTH WEIGHT RATE:

IS ASSOCIATED WITH ALMOST HALF OF ALL INFANT DEATHS

SUBSTANTIALLY INCREASES THE LIKELIHOOD OF BIRTH DEFECTS

IS THREE TIMES AS LIKELY WHEN MOTHERS HAVE NO PRENATAL CARE

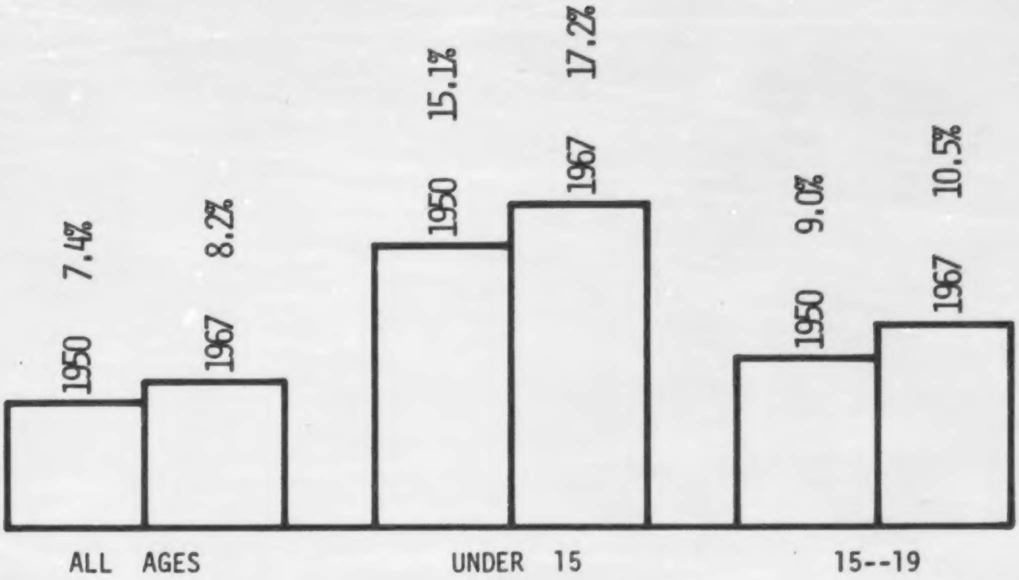
IS PROPORTIONATELY HIGHEST AMONG CHILDREN WHOSE MOTHERS ARE UNDER FIFTEEN YEARS OF AGE

---

[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

INFANTS BORN TO TEENAGE MOTHERS ARE MORE SUBJECT TO DEATH OR TO BIRTH DEFECTS. ALL OF THE PROBLEMS ASSOCIATED WITH LOW BIRTH WEIGHT (MENTAL RETARDATION, BLINDNESS, DEAFNESS, CONGENITAL ANOMALIES, AND SO FORTH) ARE MORE COMMON IN BIRTHS INVOLVING TEENAGE MOTHERS.

PERCENT OF LIVE BIRTHS,
WEIGHT OF 2,500 GRAMS (5-1/2 POUNDS) OR LESS[1]



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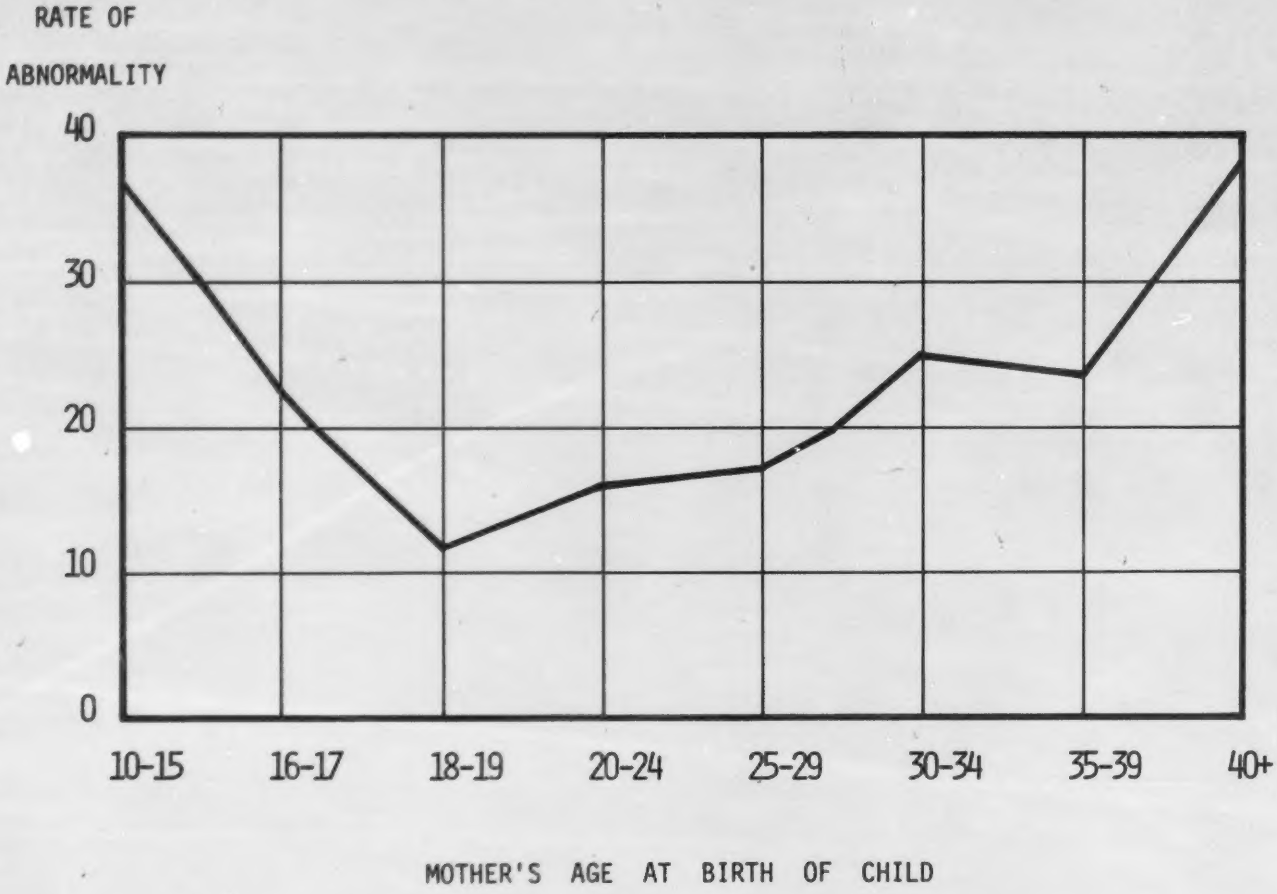
[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

CHILDREN NEUROLOGICALLY ABNORMAL AT ONE YEAR OF AGE, BY AGE OF MOTHER (WHITE)[1]



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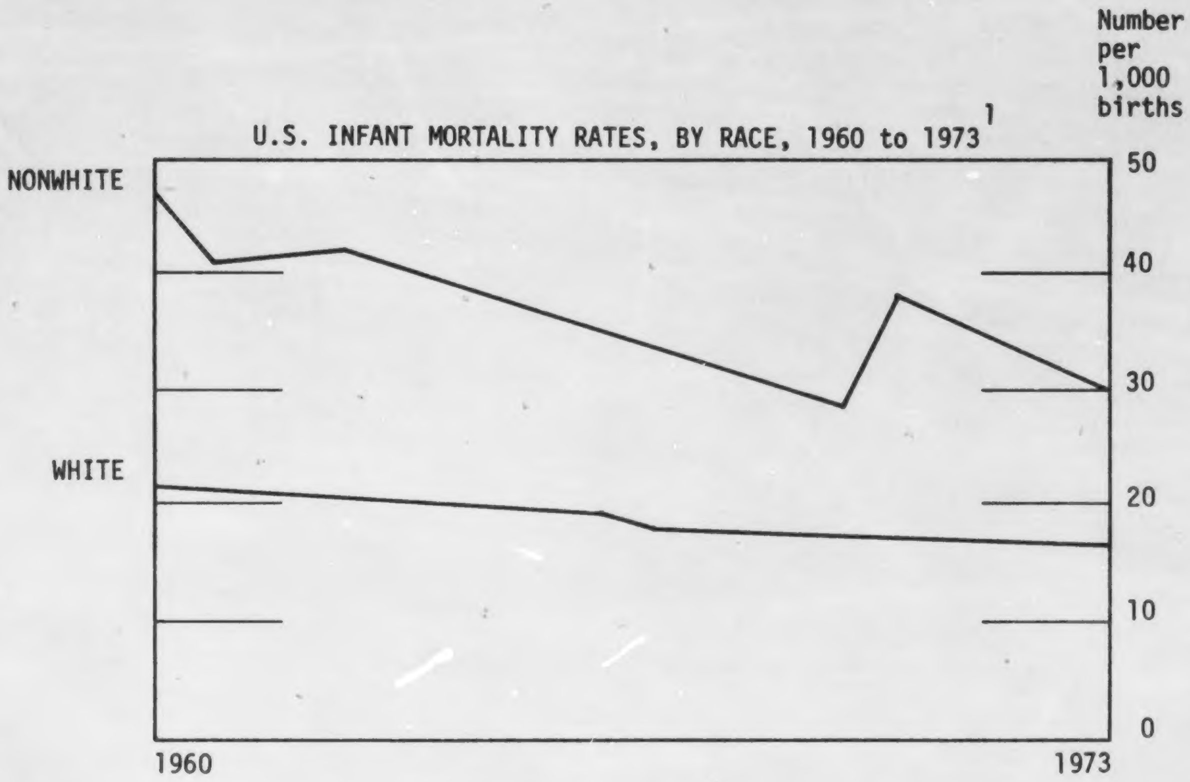
[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

OUR CHILDREN HAVE A MUCH GREATER CHANCE OF SURVIVING THE FIRST YEAR OF LIFE THAN DID CHILDREN BORN 30 YEARS AGO. IN 1973, 982 OF EACH 1,000 LIVED TO AT LEAST AGE ONE. HOWEVER, THE MORTALITY RATE FOR NONWHITES IS DOUBLE THAT FOR WHITES.


U.S. INFANT MORTALITY RATES, BY RACE, 1960 to 1973[1]

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[1] America's Children, 1976. Washington, D.C.: National Council of Organizations for Children and Youth, 1976.

Don't Dose the Baby

Can you find the 22 substances which should not be used by a pregnant woman except with the consent of a physician?

A	T	A	S	P	I	R	I	N	E	B	T	S	D	E	A	L	P	A	C
M	F	R	E	D	U	C	I	N	G	A	I	D	S	O	O	P	D	N	A
E	P	D	E	E	B	S	T	A	A	K	T	L	X	P	S	S	Y	A	Y
S	Q	I	I	T	A	H	A	S	H	I	S	H	O	P	C	T	T	R	E
C	E	W	T	U	P	S	A	F	A	N	T	I	B	I	O	T	I	C	S
A	T	T	B	E	E	P	T	Y	B	G	N	W	A	D	C	O	S	O	L
L	S	L	A	X	A	T	I	V	E	S	D	E	T	D	A	B	L	T	E
I	A	S	E	T	U	I	H	E	R	O	I	N	D	Z	I	A	R	I	E
N	E	D	R	R	S	A	O	P	S	D	S	S	C	V	N	C	A	C	P
E	T	T	E	M	A	R	I	J	U	A	N	A	R	I	E	C	T	S	I
R	A	U	T	I	S	S	U	T	A	P	S	T	E	T	S	O	X	C	N
Q	T	R	A	N	Q	U	I	L	I	Z	E	R	S	A	D	R	P	E	G
A	M	P	H	E	T	A	M	I	N	E	S	S	E	M	R	T	Y	U	P
S	E	T	R	R	A	I	P	Y	U	Q	W	E	R	I	W	L	M	O	I
N	D	T	S	A	T	S	E	E	D	S	P	D	R	N	S	W	P	I	L
S	N	H	A	L	L	U	C	I	N	O	G	E	N	S	D	S	P	T	L
E	A	L	C	O	H	O	L	E	S	O	S	P	E	P	P	I	L	L	S
T	E	I	S	I	T	R	E	S	T	P	S	T	D	I	I	E	P	C	V
M	N	B	C	L	E	R	T	Y	N	O	S	E	D	R	O	P	S	U	P

Why should a pregnant woman NOT take these substances?

How do these substances reach the unborn child?

DON'T DOSE THE BABY--KEY

A	T	A	S	P	I	R	I	N	E	B	T	S	D	E	A	L	P	A	C
M	F	R	E	D	U	C	I	N	G	A	I	D	S	O	O	P	D	N	A
E	P	D	E	E	B	S	T	A	A	K	T	L	X	P	S	S	Y	A	Y
S	Q	I	I	T	A	H	A	S	H	I	S	H	O	P	C	T	T	R	E
C	E	W	T	U	P	S	A	F	A	N	T	I	B	I	O	T	I	C	S
A	T	T	B	E	E	P	T	Y	B	G	N	W	A	D	C	O	S	O	L
L	S	L	A	X	A	T	I	V	E	S	D	E	T	D	A	B	L	T	E
I	A	S	E	T	U	I	H	E	R	O	I	N	D	Z	I	A	R	I	E
N	E	D	R	R	S	A	O	P	S	D	S	S	C	V	N	C	A	C	P
E	T	T	E	M	A	R	I	J	U	A	N	A	R	I	E	C	T	S	I
R	A	U	T	I	S	S	U	T	A	P	S	T	E	T	S	O	X	C	N
Q	T	R	A	N	Q	U	I	L	I	Z	E	R	S	A	D	R	P	E	G
A	M	P	H	E	T	A	M	I	N	E	S	S	E	M	R	T	Y	U	P
S	E	T	R	R	A	I	P	Y	U	Q	W	E	R	I	W	L	M	O	I
N	D	T	S	A	T	S	E	E	D	S	P	D	R	N	S	W	P	I	L
S	N	H	A	L	L	U	C	I	N	O	G	E	N	S	D	S	P	T	L
E	A	L	C	O	H	O	L	E	S	O	S	P	E	P	P	I	L	L	S
T	E	I	S	I	T	R	E	S	T	P	S	T	D	I	I	E	P	C	V
M	N	B	C	L	E	R	T	Y	N	O	S	E	D	R	O	P	S	U	P

Wanted: Healthy Babies[1]

An extended strategy developed to assist an FHA-HERO chapter develop a presentation for junior high school students

Objective

This strategy was designed to help students develop a peer presentation, "Wanted: Healthy Babies."

Genralizations

There is increasing evidence that the environment provided by parents plays a major role in prenatal development.

Although hereditary characteristics are firmly established at the moment of conception, during the prenatal period the new human is extremely susceptible to environmental conditions.

Activities

The chapter leader and members may use a variety of activities to achieve the objective. Decide which of the activities included in the "Life Begins" unit can be adapted to a peer presentation. Suggestions include:

- Develop a set of posters based on the information presented on pages 400-406.
- Make a display of the containers in which the substances suggested in "Don't Dose the Baby," page 407, may be found.
- Develop a simplified word game or a bingo game, using the vocabulary in "Don't Dose the Baby."
- Create cartoon characters, and use them in a flip-chart on nutrition.
- Develop for use with junior high school students a survey concerning their knowledge of birth defects. Conduct the survey so the results can be used in a presentation.
- Develop a folder of information suitable for students in grades six through eight. Use the FHA-HERO/March of Dimes 1977-78 program aids.
- Produce a marionette or hand-puppet show designed to demonstrate the importance of genetic counseling. Create such characters as:

    Gerry Gene
    Fearful Fanny
    Dr. Hap Babee
    Agitated Al

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[1] This strategy was developed by Carole DeLap, Hanford High School, Hanford Joint Union High School District.

- Discuss with a junior high school administrator the "Wanted: Healthy Babies" project. Explain that it is a joint FHA-HERO/March of Dimes national peer education project. Ask his or her permission to present it to the consumer and homemaking education classes.

Additional suggestions for executing this extended strategy are included on pages 264-267.

Parenting Is[1]

An instructional strategy designed to prepare students at the advanced level for the role and the process of parenting

Objectives

This instructional stragegy was designed to help students develop the ability to do the following:

View the development of a positive self-concept as a major goal in childrearing.

Demonstrate methods of developing a positive self-concept in children.

Describe the contributions of a father or father substitute in the socialization of children.

Recognize the personal stress involved in parenthood.

Generalizations

A parent is any person who involves himself or herself in the process of rearing a child.

Changing attitudes toward both childbirth and parental roles are highlighted by the education movement that involves the father in the birth process.

A child's right to adequate parenting includes the right to a positive self-concept.

> Positive methods of discipline used by parents and other caregivers tend to create positive self-concept and self-control in children.
>
> When both parents in a two-parent family are nurturant, the likelihood that children will develop a positive self-concept is increased.

Activities

The teacher may use the following activities to help students achieve the objectives:

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[1] This strategy was adapted from curriculum modules developed by Loretta Wilhelmsen, Monte Vista High School, San Ramon Valley Unified School District; Melinda Santa Cruz, Westminster High School, Huntington Beach Union High School District; and Sarah Abernethy, John F. Kennedy Senior High School, Los Angeles Unified School District.

- Show the class a picture of a newborn baby. Ask the following questions:

  What are this baby's needs?

  How long will the baby be the parent's responsibility? (Have the students compute the time in years, hours, and minutes.)

  Where is the instruction booklet and the warranty for this baby? (Point out that when you get a new appliance you get instructions and a warranty.)

  Where do we learn how to take care of babies and children?

- Listen to a record such as "Cats in the Cradle," by Harry Chapin, or "Teach the Children," by Anthony Newley. Discuss the implications of the songs, what students like about the ways in which their parents reared them, what they dislike about their parents' child-rearing techniques, how they might change or improve upon parenting techniques, and why parent education is so important.

- To demonstrate that we often use the same type of parenting techniques as our parents, ask students to write exactly what they would say to the child who:

  Won't eat his or her peas (Response might be, "Then you will not get any dessert.")

  Runs across the street

  Fights with a neighbor boy or girl

  Leaves his or her toys out

  Brings home a note from the nursery school teacher stating that he or she will not participate in planned activities

  Tattles on an older sister or brother

  Uses foul language

  Talks back to you

  Constantly asks for toys while you are shopping

  Interrupts while you are talking

  Have students place an "X" beside each of the responses that is the same as their parents' response in similar situations.

- Have the students complete the activity "Good Parents Are" on page 416. Have the class discuss the results.

- Use selected activities from the J. C. Penney Co. kit Parenting: Mothers, Fathers, and Others to develop the concepts that parenting relationships are important throughout a lifetime and that significant others in our lives may provide these relationships.

- View the film Story of Eric to help develop the concept that responsible parenting starts prior to conception and continues throughout life.

- Ask the students to take the quiz "Yes, No, or Somewhere in Between" on page 417. Discuss each of the statements with the class.

- Invite a father who has participated in a LaMaze childbirth to speak to the class about his experience. Discussion might focus on the father's responsibilities during pregnancy; the father's responsibilities during birth; the father's feelings about the birth; changes in the father's attitude, starting with his attitudes prior to marriage, before pregnancy, during pregnancy, and after the birth of the baby; changes in the father's attitudes toward child rearing that may be a direct result of his experiences in LaMaze childbirth; and physical and psychological changes that mothers experience.

- Have the students complete the following statements:

  When I think of my father or father substitute, I think of __________.

  My father and I always __________ together.

  I love my father when he _________.

  It bothers me when my father _________.

- Identify the basic principles of fathering. A series of slides or pictures could be presented to the class to illustrate the principles of fathering as revealed in current research; or, after determining the principles of "fathering," students could collect pictures or slides which, in their opinion, illustrate the principles of fathering.

  Discussion should focus on the following:

  The historical role of fathers

  The role of fathers in different cultures

  The changing role of fathers

  The responsibilities of a father

  The definition of father substitutes

  Ways in which a mother can provide a father substitute if there is no man in the home

- Listen to the record "Willy Wants a Doll," from Free to Be, You and Me. Illustrate the song with the transparency masters[1] on pages 418-422. Ask students how they feel about Willy; about his father; about his mother. Ask how would they feel under similar circumstances.

- To develop the concept that a child's right to adequate parenting includes the right to a positive self-concept, use one or both of the following activities:

  View the film Cipher in the Snow. Discuss what the students saw in the film and how they feel about what they saw. List causes of the boy's death.

  Tell the IALAC story, or listen to the IALAC record.

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[1] Illustrations by Paul Osborn, Monte Vista High School

- Ask students to observe in such public places as grocery stores the manner in which adults speak to children. Discuss the typical ways in which parents repond to children. Contrast their observations with "A Catalog of Effects of the Typical Ways Parents Respond to Children," P.E.T. Parent Effectiveness Training, page 321.

- Have students record on index cards at least one incident when they consciously spoke to a child in a supportive manner and at least one incident in which they observed another person speak to a young child in a supportive manner. Share the experiences.

- To show the personal stress involved in parenthood, view such films as:

  Adapting to Parenthood

  Childhood, A Risk

  Are You Ready for the Postpartum Experience?

- Have the class develop the "Ten Commandments for Parents." Make a bulletin board entitled "THOU SHALL NOT . . . ."

- If students are working with children in a laboratory situation, have them record unusual or interesting positive incidents concerning individual children. These incidents are to be recorded on index cards and kept in a departmental file. At the end of the school term, have the students select a child and make a poster to be given to that child on the last day of the early childhood education or nursery school program. The poster should include a picture of that child and comments from the departmental file of observations that convey to the child that he or she is important.

- Give each student a piece of colored stationery and an envelope. Ask each student to write a personal letter to his or her first baby, promising the baby all of the things he or she needs to be healthy and happy. Ask students to consider (1) the importance of the emotional needs of children; (2) what they wish their parents had done for them that they want to do for their children; and (3) the introduction of the baby to its other parent. Explain why that person was chosen. Have the students write the letters by themselves, and show their letters to no one. After the letters are finished, each student is to seal his or her letter in the envelope, mark the envelope to identify it, take it home, and give it to someone to put away until the actual day his or her first baby is born.[1]

- Read to the students (as you would to a young child) from T. A. for Tots, pages 120-145 and 227-232. Give the students index cards on which their names are printed in large letters or typed with a primary typewriter. Pass the cards around, and have each student give each other student a "warm fuzzy."

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[1] This activity was developed by Shirley Rice, Bakersfield High School, Kern Union High School District.

Evaluation

To assess student change which occurs as a result of this strategy, the teacher may use "Good Parents Are" or "Yes, No, or Somewhere in Between" as pretest/post-test instruments.

RESOURCES

Adapting to Parenthood (16 mm film, 25 min., 1976). Polymorph Films, 331 Newbury Street, Boston, MA 02115.

Are You Ready for the Postpartum Experience? (16 mm film, 1975). Parenting Pictures Division, Courter Films & Associates, RD 1, Box 355B, Columbia, NJ 07832.

Childhood, A Risk (Filmstrip). University of Minnesota, Audio Visual Library Services, Minneapolis, MN 55455.

Cipher in the Snow (16 mm film). Brigham Young University, Provo, Utah.

Freed, Alvyn M. *T. A. for Tots (and Other Prinzes)*. Sacramento, Calif.: Jalmar Press, Inc., 1973.

Galambos, Jeanette. *A Guide to Discipline*. Washington, D.C.: National Association for the Education of Young Children, 1969.

Gilbert, Sara D. *What's a Father For?* New York, N.Y.: Parents Magazine Press, 1975.

Gordon, Thomas. *P. E. T. Parent Effectiveness Training*. New York, N.Y.: Peter H. Wyden, Inc., 1970.

Green, Maureen. *Fathering*. New York, N.Y.: McGraw-Hill Book Co., 1976.

IALAC. Argus Communications, 744 Natchez, Niles, IL 60648.

Levine, James A. *Who Will Raise the Children?* Philadelphia, Penn.: J. B. Lippincott Co., 1976.

Lynn, David. *The Father: His Role in Child Development*. Monterey, Calif.: Brooks Cole Publishing Co., n.d.

Me, Myself, and I: How Preschoolers See Themselves (Filmstrip kit). J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019.

Parenting: Fathers, Mothers, and Others (Filmstrip kit). J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019.

Salk, Lee. *What Every Child Would Like His Parents to Know*. New York, N.Y.: Warner Paperback Library, 1973.

Story of Eric (16 mm film). Contact local LaMaze childbirth instructors.

What Are Parents For, Anyway? (Two filmstrips and cassettes, 1974). Guidance Associates, 757 Third Avenue, New York, NY 10017.

Good Parents Are . . .

You are to describe a good mother, using the phrases listed below. Rank the most desirable characteristic of a "good" mother with a "1," the next most desirable characteristic with a "2," and so forth. After you have decided on your own rankings, confer with a small group of students and decide upon a ranking that is agreeable to the entire group. To reach a consensus, you must discuss each item.

A Good Mother Is . . .

Ranking by consensus	Individual ranking	
______	______	Keeps her children neat and clean.
______	______	Provides love and affection equally for each child.
______	______	Protects the health of her children by feeding them nutritious foods and provides regular health care.
______	______	Devotes her total time to the needs of her children.
______	______	Lets her children be independent in terms of ability to assume responsibility.
______	______	Demands respect from them.
______	______	Firmly disciplines her children.
______	______	Acts as the parent/teacher.
______	______	Has interests of her own.
______	______	Accepts each child as a person of worth.
______	______	Provides an attractive home for children.
______	______	Feels that her husband is her first concern.

In your small groups, develop the same type of an instrument entitled, "A Good Father Is . . ." Repeat the process of arriving at a consensus.

Yes, No, or Somewhere in Between

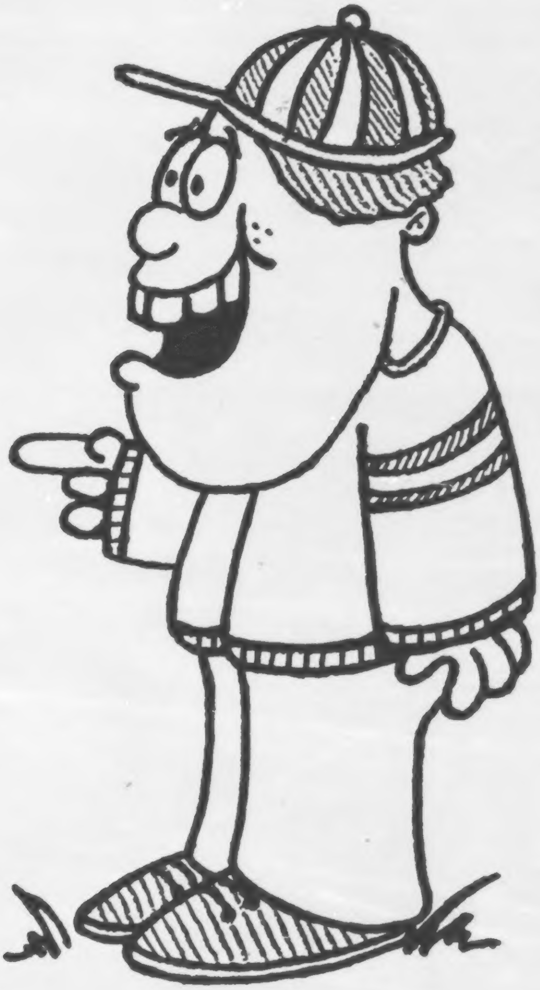
By each statement mark "Yes" if you agree, "No" if you disagree, or somewhere in between to indicate the strength of your feelings.

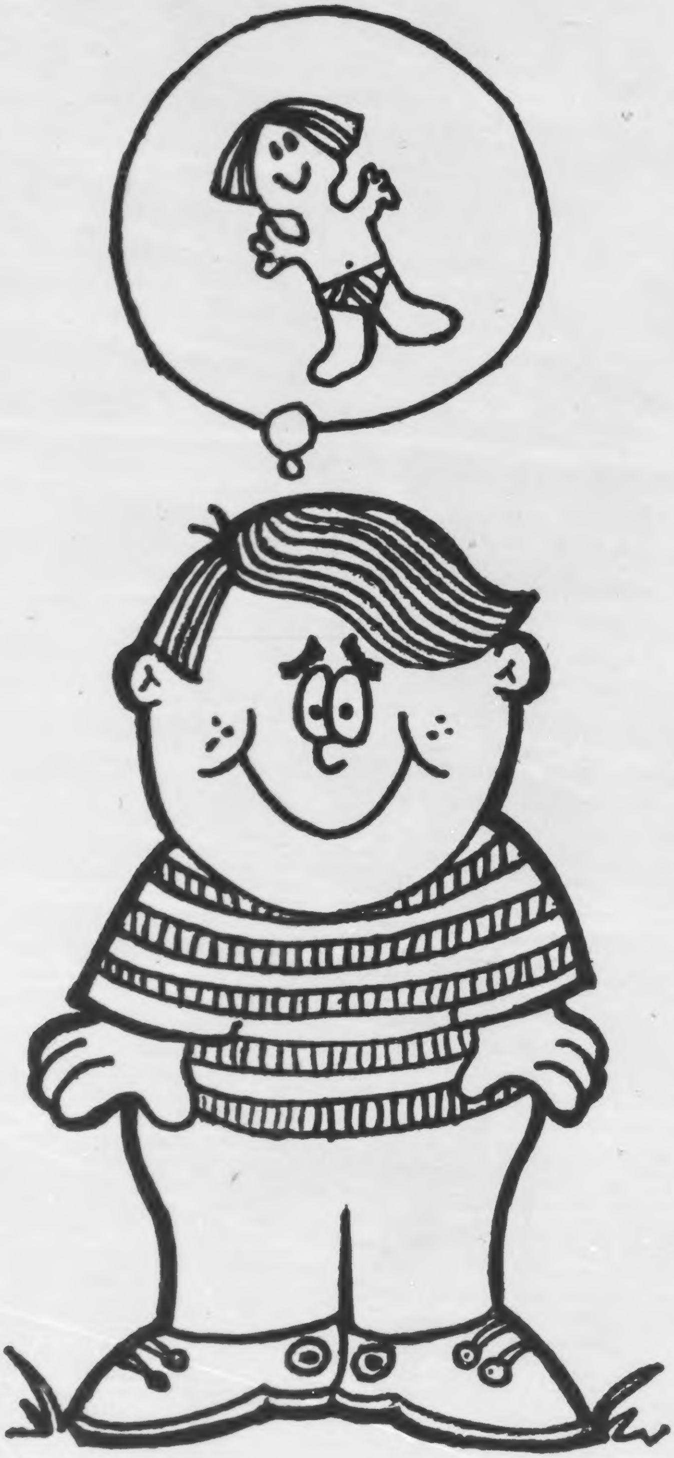
	Yes	Maybe yes	Don't know	Maybe no	No
1. Fathers should be as active as mothers in child rearing.					
2. A father should encourage his son to avoid playing with dolls because it is not a masculine activity.					
3. A parent should avoid allowing a child to see the parent's weaknesses because it leads to lack of confidence in the parent.					
4. Boys who like their fathers are more likely to get good grades in school.					
5. There is little relationship between lack of fathering and delinquency.					
6. Men do not need to be involved with their children until they are of school age. Infants need only their mothers.					
7. Women's lib may be undermining the father's role as an important part of a family.					
8. Father's influence on the health and personality of a child occurs long before birth.					
9. There may be imprinting between the human father and his child.					
10. Fathers have as much influence as mothers on a girl's femininity.					
11. Sometimes children play a parent role to their own parents.					
12. You no longer need parents after you are an adult.					

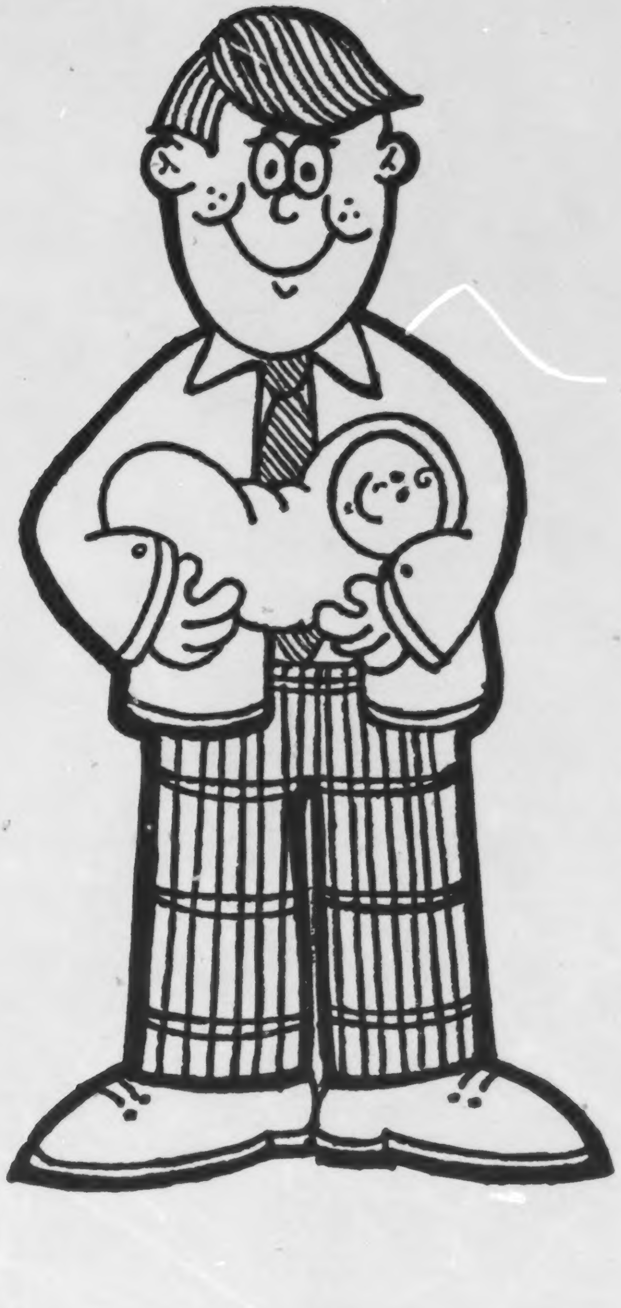
Note to teachers: This is a values check. It is not to be marked right or wrong. It is designed to encourage discussion and to assist the teacher in the understanding of student opinions.

See page 413 for the discussion on the use of these materials.

"WILLIAM WANTS A DOLL!!"







Parenting Needs of the Exceptional Child[1]

An instructional strategy designed to help students at the high school and adult levels understand the child with exceptional needs

Objectives

This instructional strategy is designed to help learners develop the ability to:

Define "child with exceptional needs."

List eight areas of exceptionality.

Describe how an exceptional child may be similar to, or different from, other children.

Identify difficulties associated with being a parent of an exceptional child.

Suggest the rewards to be gained from participating in school activities with a handicapped child.

Locate community support systems for exceptional children.

Evaluate the concept of mainstreaming.

Cite examples of people with handicaps who have led satisfying, productive lives.

Generalizations

Although children with exceptional needs have the same basic needs as other children, their special problems may require special parenting techniques.

> Parental attitudes toward an exceptional child are important in the child's development.
>
> The presence of an exceptional child affects all the relationships within a family.

Activities

Teachers may use the following activities to help learners achieve the objectives:

- Show the film They Must Not Be Forgotten. Assign students roles in the film. Ask students to tell how, in their roles, they feel about Patrick and their relationship to Patrick. Discuss the following:

---

[1] This instructional strategy was adapted from a curriculum module developed by Loretta Wilhelmsen, Monte Vista High School, San Ramon Valley Unified School District.

What did you see in the film?

How did each person feel about Patrick? How did their feelings change?

Which feelings do class members hold in common; which feelings are different?

How do you feel families and friends with handicapped children react?

What are some of the special problems that confront families with handicapped children?

- Using the chart on page 427, discuss the types of exceptionality found in the school-age population.
- View Even Love Is Not Enough--Children with Handicaps filmstrip series.
- Listen to the parent of a child with a handicap discuss attitudes and actions that help handicapped children reach their full potential.
- Report on such books as A Child Called Noah, Me Too, Son-Rise, Joey, and Lisa and Her Soundless World, which deal with types of handicaps.
- View such films as Keep on Walking, A Very Special Family, What Color Is the Wind, A Day in the Life of Bonnie Consuelo, and James and John.
- In small groups brainstorm the ways in which the attitudes of family, friends, and community can affect the exceptional child. Present these ideas to the entire class. Discuss those attitudes that help the child reach his or her full potential.
- Discuss how a handicapped child affects all relationships within a family.
- Assign to individual students or committees a case study dealing with a handicapped child. The students should investigate community sources of help for both the child and the family.

  Have the class decide which community agency representatives they would like to invite to class.

  Visit a facility that accommodates exceptional children. Have students observe examples of exceptional development and behavior. Compare observations with "Characteristics of Exceptional Children," Module 24: Exceptional Children, Child Care and Development Occupations.[1]
- Present the concept of "mainstreaming." Have the class complete the mainstreaming opinionnaire included on page 428.
- From films, fiction, news media, or personal experience, discuss handicapped individuals who have led satisfying, productive lives.

---

[1] Irene B. Rose and Mary Elizabeth White. Child Care and Development Occupations. Washington, D.C.: U. S. Office of Education, 1974.

Evaluation

Students can be given a pretest and a post-test. The questions should be based on the objectives. The evaluation could include the following:

Define the term "exceptional child."

List five types of exceptional children and the community agencies from which parents can receive help.

Name three nationally known figures and the handicaps that they have overcome.

In three sentences state whether you approve or disapprove of the concept of mainstreaming.

As an FHA-HERO chapter activity, members could develop a volunteer program of service to exceptional children or adults. Examples of such services include:

Provide a reader service to the visually handicapped.

Offer tutorial services.

Help provide community recreational programs for exceptional children and adults.

Work with other vocational education student organizations to construct a playground facility specifically designed for exceptional children.

RESOURCES

California Master Plan for Special Education. Sacramento, Calif.: California State Department of Education, 1974.

Cleaver, Vera, and Bill Cleaver. *Me Too*. New York, N.Y.: (Signet Books), New American Library, 1975.

Deacon, J.P. *Joey*. New York, N.Y.: Charles Scribner's Sons, 1976.

Even Love Is Not Enough (Filmstrip). Children with Handicaps Filmstrip Series, Parents Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

Greenfeld, Josh. *A Child Called Noah*. New York, N.Y.: Warner Books, 1973.

Hannam, Charles. *Parents and Mentally Handicapped Children*. Gretna, La.: Pelican Books, 1975.

James and John (Film). Peach Enterprises, 4649 Gerald, Warren, MI 48092.

Kaufman, Barry Neil. *Son-Rise*. New York, N.Y.: Harper and Row Publishers, Inc., 1976.

Keep on Walking (Film). March of Dimes. Free loan. Contact local chapters.

Levine, Edna. *Lisa and Her Soundless World*. New York, N.Y.: Behavioral Publications, 1974.

"Mainstreaming," *Today's Education* (March-April, 1976), 18-19.

"The Parent-Professional Partnership." Special issue of *Exceptional Children* (May, 1975), 41.

Rose, Irene B., and Mary Elizabeth White. *Child Care and Development Occupations: Competency-Based Teaching Modules*. Washington, D.C.: U. S. Office of Education, 1974. (Available from Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402).

They Must Not Be Forgotten (Film). March of Dimes. Free loan. Contact local chapters.

What Color Is the Wind (Film). Allan Grant Productions, P. O. Box 49244-M, Los Angeles, CA 90049.

Estimated Prevalence of Handicapped Children in the School-Age Population[1]

The National Center for Educational Statistics reports that in 1970 the schools in the United States enrolled approximately 4,751,000 handicapped students.

The distribution was as follows:

Category of handicap	No. of pupils	Number per 1,000 students enrolled
Speech impaired	1,793,000	40
Learning disabilities	1,160,000	26
Mentally retarded	936,000	21
Emotionally disturbed	556,000	12
Hard of Hearing	131,000	3
Deaf	23,000	1
Crippled	82,000	2
Partially sighted	64,000	1
Blind	6,000	More than 0 but less than 0.5

---

[1] Extracted from Statistics on Education of the Handicapped in Local Public Schools, Spring, 1970. Washington, D.C.: National Center for Educational Statistics, 1973.

Mainstreaming Opinionnaire

"Certain educators have argued that children without handicaps are deprived of important experiences if they are separated from their handicapped age mates in school. The same point has been made by some parents of both handicapped and nonhandicapped children. Understanding, helpfulness, satisfaction of curiosity, overcoming of handicaps, acceptance of differences--these are a few of the concepts and feelings which can be developed among normal children through constructively managed interactions in school with the exceptional children who are their classmates."[1]

1. How do you feel about this statement?

2. What do you think you could learn from a handicapped person?

3. How does the type or severity of a handicap affect how the handicapped person functions as a member of society?

4. What kind of living situation and school placement would you provide for a child who is:

   Learning disabled

   Severely mentally retarded

   Cerebral palsied

   Blind

   Deaf and blind

   Epileptic

   A stutterer

---

[1] Jack Birch, Mainstreaming, Pittsburgh, Penn.: University of Pittsburgh, n.d.

Tomorrow, a World of Vegetarians?[1]

An instructional strategy designed to help students at the advanced level understand the world protein shortage

Objectives

This instructional strategy is designed to help learners develop the ability to:

Analyze the effects of current consumption patterns on future generations.

Describe possible and probable changes in consumption patterns.

Recognize the factors that contribute to the world protein shortage.

Explain how vegetable sources can furnish complete protein in the diet.

Analyze the effect of unequal food distribution on the relationships among countries.

Compare and contrast food energy required to sustain a diet high in animal foods and a diet low in animal foods.

Select one course of action on food problems from several alternatives, and identify costs and consequences of actions.

Generalization

Current social concerns can be projected into the future by examining the consequences of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Activities

The teacher may use the following activities to help achieve the objectives:

- Use the following activities from Food: Where Nutrition, Politics, and Culture Meet, by Deborah Katz and Marty T. Goodwin (see Resources):

  "The Real Energy Crisis Is the Cow"

  "Feeding the World"

  "World Food: Action Choices"

  "Protein Possibilities"

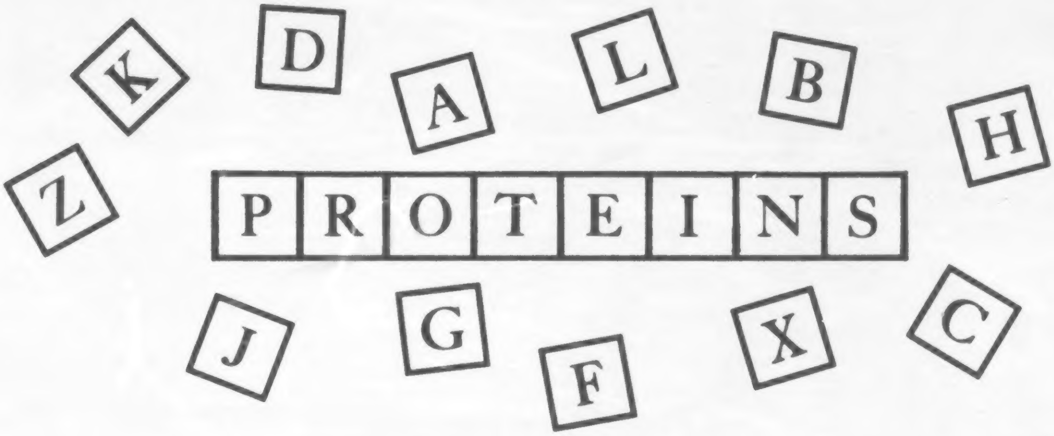
---

[1] This instructional strategy was adapted from a curriculum module developed by Diana Kleinert, Corcoran High School, Corcoran Joint Unified School District.

- Use the simple visual explanation below to explain complete and incomplete proteins.

  Materials needed: Flannel board and an alphabet of letters or a set of children's alphabet blocks.

  Activity: Each letter represents an amino acid. The letters P, R, O, T, E, I, N, and S represent the essential amino acids. Explain that the body needs each of these essential amino acids or it does not have a complete protein. As you make the explanation, pull the letters spelling PROTEINS out to the center of the flannel board.



(There are as many letters in the word PROTEINS as there are amino acids.)

- Have students investigate the combinations of complementary proteins that make a complete protein. Have students make charts of foods that in combination make a complete protein. An example of such a chart is included on page 434.
- Prepare vegetable source foods that in combination are complete proteins. Several ethnic foods are good examples; e.g., Mexican foods with corn and beans, Brazilian foods with black beans and rice, or Japanese sukiyaki with tofu.
- Have students read and report on articles in current magazines regarding world food shortage, protein shortage, and new protein foods. Try limiting reports to one minute to maintain high interest level.
- Have students prepare and taste products made of texturized soy protein; e.g., breakfast patties or links. Compare these products with natural products.
- Prepare and taste recipes using texturized protein as partial or complete substitutes for meat. Have students evaluate quality, taste, and price.
- Present information using charts or transparencies, relating to the cost of complementary proteins as compared to the cost of animal protein.

- Have students prepare a "Would You Be Willing To . . ." checklist similar to the one on page 381. Survey students on campus.

Evaluation

The students can be given a pretest and a post-test. Such items as the following can be used:

1. Soybeans will replace meat in much of the American diet.

   Strongly agree   Agree   Disagree   Strongly disagree

2. You must eat meat each day to be healthy.

   Strongly agree   Agree   Disagree   Strongly disagree

Making Complete Proteins

Amino acids		
Isoleucine		▨
Leucine		▨
Lysine		
Methionine	▨	▨
Phenylalanine		▨
Threonine		
Tryptophan		▨
Valine		▨

KEY: Tortilla protein ▨

Kidney bean protein ☐

RESOURCES

Hale, William C. "Use of Alternative Food Ingredients," *What's New in Home Economics* (September, 1975).

Katz, Deborah, and Marty T. Goodwin. *Food: Where Nutrition, Politics, and Culture Meet*. Washington, D.C.: Center for Science in the Public Interest, 1976.

Lappe, Frances. *Diet for a Small Planet*. New York, N.Y.: Ballantine Books, Inc., 1975.

Lemley, Virginia, and Jo Lemley. *Soybean Cookery* (Second edition). Escondido, Calif.: Wilderness House, 1975.

"Soy Protein: Food Service's New Staple?" *Institutions Magazine* (October, 1970).

"The Super Soybean: Protein Potential, Prospects, and Products," *What's New in Home Economics* (November-December, 1974), 18-19).

What Will We Eat? – Foods of the Future[1]

An instructional strategy designed to help advanced students examine the potential changes in food and food habits in the world

Objectives

This instructional strategy is designed to help students develop the ability to:

Describe possible and probable changes in the eating habits of Americans of the future.

Recognize that changes in food habits that now seem unacceptable or undesirable may at some future time be acceptable or desirable.

Generalizations

The future can only be a hypothesis to be examined in a variety of ways.

Possible, probable, and preferable futures can be hypothesized.

The immediate future is affected by the present; the distant future contains many unknown factors.

Current social concerns can be projected into the future by examining the consequence of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Activities

Teachers may use the following activities to help students achieve the objectives:

- Have each student complete the "How Do You Feel About the Future?" activity on page 437. This may be used as a pretest.

  Give students an opportunity to share their papers. Have students add all new ideas concerning foods of the future to their list.

  Have students assign a value to all of the food items on their list. Values should be assigned in accordance with the following scale:

  A. I would never eat this food.

  B. I would eat this food only in preference to starvation.

  C. I would eat this food if hungry.

---

[1] This instructional strategy was adapted from a curriculum module developed by Diana Kleinert, Corcoran High School, Corcoran Joint Unified School District.

D. I'd try this food.

E. I like or would like to try this food.

Discuss types of food that were acceptable or not acceptable. Why are they acceptable or not acceptable? Are there different attitudes within the group? Why?

- Use a card-sort exercise to introduce new foods for discussion or preparation. Develop a list of 30 to 50 foods, including the ones you wish to discuss. You may also wish to include some ethnic foods that are familiar to some groups but unfamiliar to others. Print the food names on individual cards. Foods you may wish to include are:

  Mangosteen
  Naranjillo
  Winged beans
  Spirulina algea cakes
  Durian
  Triticale bread
  Imitation whipped cream
  Cellulose powder bread
  Soybean protein "meats"
  High-protein popsicles

  Give each student a set of cards to be divided into three groups--"Foods I Like," "Foods I Dislike," and "Foods I Don't Know." Discuss the results.

- To introduce the concept that the future will contain surprises, have students relate experiences which were surprises to them and which changed their own lives. Ask students to share how they reacted when these surprises occurred. Then ask students to brainstorm "future surprises" that would affect them.

- In the food laboratory prepare, taste, and compare imitation and real foods. Possible foods for comparison could include:

  Real and imitation maple syrup on pancakes

  Sausage and texturized soy protein sausage

  Eggs and cholesterol-free eggs

  Cookies with chocolate chips and chocolate-flavored chips

  Whipped cream and whipped cream substitutes on a dessert or on crackers

  Margarine and butter on crackers

  Ice cream and imitation ice cream

  Possible discussion questions could include:

  Does anyone prefer an imitation product? Why?

  Why do businesses manufacture imitation products?

  Do you feel that any products unacceptable to you now may someday be acceptable? Why?

- Read the following quotation from The Wall Street Journal (February, 1977): "A major food company is said to be working on several new ways of eliminating the intake of calories. One method involves an additive that prevents digestion. Another is based on foods impossible to digest, such as cellulose. Test marketing is expected before 1979, a trade resource says." Discussion questions should include:

Should we be able to use additives to prevent digestion of food? (Consider the problem of overweight in the U.S. as well as the food shortage throughout the world.)

What is cellulose? What are some possible foods that could be added to our diet? How do you feel about adding cellulose to your diet? Are you already including extra cellulose in your diet? (Consider the current trend to include more roughage in diet.)

- Have students read and report on current magazine articles about changes in food.

Evaluation

The activity "How Do You Feel About the Future?" can be used as a pretest and post-test. Compare lists for broader scope and understanding.

RESOURCES

"Important New Food Plants to Come from Tropics," The Futurist (August, 1976).

Katz, Deborah, and Marty T. Goodwin. Food: Where Nutrition, Politics and Culture Meet. Washington, D.C.: Center for Science in the Public Interest (1976), 139-40.

The Wall Street Journal Views America Tomorrow. Edited by Donald Moffit. New York, N.Y.: American Management Association, Inc., 1977.

How Do You Feel About the Future?

The following questions will help you look at your feelings about the future. Because there are no right or wrong answers, answer as you truly feel. Circle "A" if you agree with the statement. Circle "D" if you disagree with the statement. Circle "?" if you just cannot answer.

1. Human beings will be happier in the future. A D ?
2. Human beings can change the future. A D ?
3. We can tell what is going to happen in the future. A D ?
4. There will be surprises in the future. A D ?
5. It is more difficult to look into the future today than it was 500 years ago. A D ?
6. Looking into the future will help us decide what to do today. A D ?
7. Looking at the future helps us understand the present. A D ?
8. I wish the future could be like today. A D ?

Foods of the Future

List any new types of foods or changes in foods that you can think of. Think "futuristically." When you have completed your list, draw a line across the page after your last answer, and complete the scale as instructed.

	A	B	C	D	E

Additional Activities

Friendship Graffiti

Cover a bulletin board area with newsprint. In the center, place a cartoon from Charles Schultz's book, I Need All the Friends I Can Get. Encourage students to write their own feelings concerning friends.

Empathy for the Substitute

If the teacher returns to class after having been absent to find the class and the substitute have not had a good experience, ask the students to write answers to the following questions:

Did you cut class or leave early?

What was the best thing that happened in class while I was gone?

What was the worst thing that happened in class while I was gone?

What do you think the substitute thought of you as a class?

How do you think the substitute felt?

How would you have felt had you been the substitute?

What suggestions can you give the class to make my next absence a more positive experience?

What suggestions should I give the substitute to make my absence a more positive experience?

Have the students share their answers. Share student suggestions with the substitute.

Nonfamily Groups

After discussing the family life cycle, have a brainstorming session in which students develop the following:

- A definition of the "nonfamily" group
- A list of nonfamily groups to which one could belong at various stages in one's life cycle
- The advantages and disadvantages of nonfamily group membership

A Personal Time-Line

Have students develop a personal time-line. On the left have them record their date of birth. Then have them write the events that have occurred in their lives that have been most responsible for making them into the person they are. Have students predict the three most important events that will happen to them in the next ten years. Discuss such questions as:

Over which of the past events did you have control?

Which of the past events would you have changed?

Over which of the future events do you have control?

What do you need to do today to be sure you can control events of tomorrow?

Gossip with a Twist

Send five students out of the room. Read a message to one of the remaining class members. The message could read, "I must tell the police what just happened. As I was leaving the library a sports car turned right at the intersection, and a Volkswagen which was going north tried to turn left. The sports car swerved to miss the Volkswagen and turned over. The driver just missed being run over, but the Volkswagen only had body damage." The five students who are out of the room are brought back one at a time. The first student repeats the message to the second student who reenters the class. The second student repeats the message to the third student who reenters the class, until all five students are back in the room. The last student becomes the police officer and writes the message on the board. The teacher compares it with the original message. Group discussion could focus on the following questions:

What caused inaccurate communication?

Were there conflicts of interest among the six participants?

How were the reports different?

How does inaccurate communication cause interpersonal conflicts?

Were you ever involved in a situation in which a conflict was caused by poor communication?

"Killer Phrases"

Have students develop a list of "killer phrases" that are guaranteed to stop the educational process. Such phrases could include the following:

This is Mickey Mouse!

It won't work!

We didn't do it that way last year!

Why start now?

Decision-Making is Risk-Taking

Have the class develop a list of alternatives to a decision under discussion. Divide the class into small groups (one group for each of the alternatives listed). Have each group complete the following regarding its alternatives:

Brief description of the decision

Brief description of the alternative

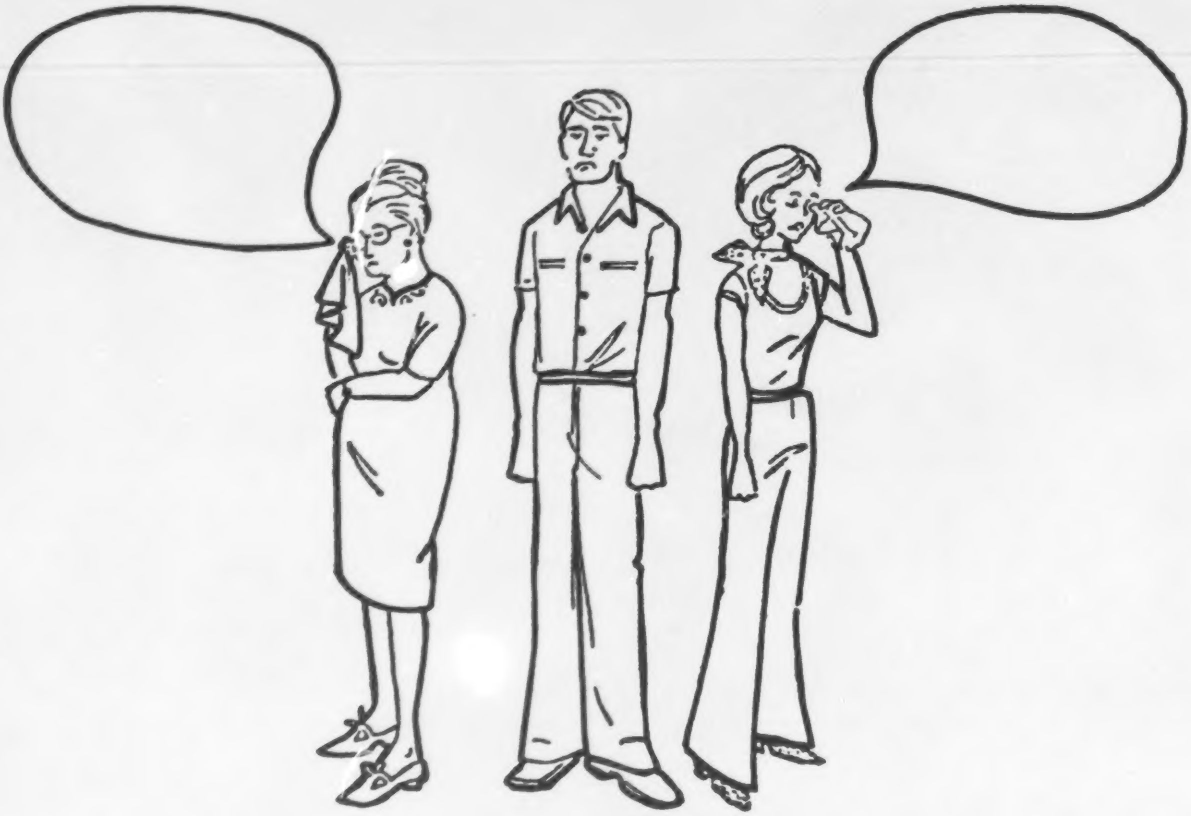
Possible consequences of this alternative

Possible risks of this alternative

Rate the possible risk of this alternative. Reassemble as a large group to discuss how the small groups assessed the risks involved in their alternatives.

Evaluation with Cartoons

Use cartoons as evaluation devices. Example: Have students fill in the balloons on the cartoon below as a pretest and post-test activity for a unit on in-law relationships.



OUR LOOKING GLASS SELVES[1]

The activity described here was designed to help students understand that we form our self-concept on the basis of how we believe others react to us.

Ask the students to close their eyes, get comfortable, and let their minds focus on words that describe themselves. Have them open their eyes and write on ten small pieces of paper the words or phrases that they feel best describe themselves. (Reassure the students that the pieces of paper will be for their use only.) Then, have the students rank their words in order from the word they like best to the word they like least. (If the teacher also participates, students may find it easier to share feelings regarding this activity.)

Introduce the second part of this activity by discussing the theory that we form our self-concept on the basis of how we believe others react to us. Have students contribute to a list of positive adjectives we use to describe people. Divide the class into small groups and give each student a piece of paper for each person in his or her group. Stressing honesty, have each student write three positive adjectives for each person in the group. Then, using the student's description of himself or herself and the group's description of him or her, have each student answer the following questions:

What are the similarities in the way in which the group views you and the way in which you view yourself?

What are the differences between the way in which you see yourself and the way in which those in the group see you?

Were descriptive words used by the group that you feel do not fit you? Were they used more than twice?

Which of the terms used by the group were the most difficult for you to express verbally? Do you know why?

Of the words used by the group, which words do you feel best describe you?

AUCTION

The auction described on page 176 can be modified so that qualities parents want in children are auctioned. Child qualities to be auctioned could include:

A child who . . .

Is honest and truthful

Is dependable

---

[1] This activity suggested by Dianne Malone and Elaine Nakasone, Artesia High School, A.B.C. Unified School District.

Is independent
Is creative
Has initiative
Is curious
Is popular
Is obedient
Achieves good grades
Is cooperative
Is courteous
Fulfills my dreams
Is healthy
Is attractive

GOOD NEWS! BAD NEWS!

Ask students to collect newspaper or magazine articles which deal with the future. Post these on a bulletin board entitled "What Do You Want, the Good News or the Bad News?"

SNAP! CRACKLE! POP!

Have students write television advertisements for the following situation: During the year 2000 the world food shortage has reached the United States. The major food producers decide to launch an advertising campaign to convince the American public to eat high protein foods not normally eaten in this culture. Students are to write advertisements for such food as grasshoppers, termites, dogs, and crickets. The advertisements need to include information about the cultures in which these foods are traditional, the impact of culture on food habits, the protein content of such foods, and methods of preparing such foods.

LIFE SPACE FOR THE ELDERLY

Have students examine the "Life Space" that the community provides for the elderly. Have them do the following:

Time the green lights to see if the slowly moving elderly have sufficient time to cross the street.

Photograph barriers to mobility, such as stairs.

Determine whether public rest rooms are equipped with grab bars.

See if seats are available in places where people must wait in line.

FAMILY CONFLICTS

Ask students to identify their role in family conflicts by completing the chart on page 446. Have the students do the following:

1. Look at the list of conflicts. Enter in Column 1 a code for each conflict:

   "N" - never creates conflicts between you and your parents

   "F" - frequently is an area of conflict

   "S" - sometimes creates conflict

2. In Column 2 identify the parent involved. Mark "M" for mother and "F" for father. In some instances both parents may be involved.

3. In Column 3 indicate how frequently the conflict arises:

   "D" - daily "W" - weekly "M" - monthly "Y" - yearly

4. In Column 4 describe how the conflict is usually resolved.

5. In Column 5 code the resolution:

   "+" - works out well "0" - doesn't work out "?" - can't predict, changes each time

Conflict	1	2	3	4	5
Allowances and money					
Family purchases					
Use of car					
Use of television					
Use of phone					
Mealtimes					
Condition of room					
Time spent with friends					
Personal appearance					
School performance					
Use of free time					
Helping out at home					
Dating					
Curfews					
Use of drugs or alcohol					
Smoking					

Have each student review the chart and ask himself or herself:

1. What are the five most conflict-producing situations?
2. With which parent do I have the most conflict?
3. How do I go about resolving conflicts with my parents? Do I become defensive, aggressive, withdrawn--or do I try to really communicate with them?
4. How do my parents feel about conflicts? Would they respond to the chart in the same way that I did?

CHILD CARE CHANGES

Have students examine old editions of Infant Care and Prenatal Care, U. S. Superintendent of Document publications, to see how education for parenthood has changed over the years.

FIFTY YEARS AGO TODAY

Have students collect newspaper columns in which are reprinted items of interest from 10, 20, or 50 years ago. Examine these for the evidence of change they reveal.

FAMILY VALUES SURVEY[1]

To determine whether there is congruence between what teen-agers believe and the values they want to pass to their children, have students complete the "Family Values Survey" included on page 446. Tabulate the results in bar graph form.

---

[1] Suggested by Roberta Bollard, Bakersfield High School, Kern Union High School District.

FAMILY VALUES SURVEY

Fold this paper at the double line so that the last three columns are not showing. Check the appropriate column for each statement. Then unfold the paper and put a check in one of the last three columns as appropriate for each statement.

	I believe this.	I doubt this.	I do not believe this.	I believe this, and I want my children to believe this.	Although I doubt this, I still want to teach this to my children.	I do not believe this, and I do not want my children to believe this.
1. People in authority know best.						
2. People are basically honest.						
3. Duty before pleasure.						
4. Any prejudice is morally wrong.						
5. Happiness is possible without money.						
6. Sex outside of marriage is wrong.						
7. Everybody should save money, even if it means doing without things right now.						
8. Parents should sacrifice for their children.						
9. Children do not have an obligation to their parents, regardless of what their parents have done for them.						
10. Parents should stay together for the sake of the children, even if they are not happy.						
11. Adults should have a life of their own, even if it means spending less time with their children.						

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